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ABSTRACT

This curriculum guide, intended for junior and senior students of vocational agriculture, contains nine units designed to develop competencies needed in agribusiness. Each unit contains 3 to 11 lessons on topics that include the nature of agribusiness, human relations in agribusiness, verbal and written communication, selling and salesmanship, advertising, business procedures and records, personal growth and management, and microcomputers in agribusiness. For each unit, objectives, competencies to be developed, motivational techniques or interest approaches, references and materials, and evaluation techniques are suggested. Lessons consist of study questions, teaching procedures, discussion questions with answers, suggested activities, evaluation tests with answers, and handouts. A competency profile is provided for convenient recordkeeping. (KC)

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In cooperation with
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Division of Career and Adult Education
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Jefferson City, Missouri

INSTRUCTOR'S GUIDE

AGRICULTURAL BUSINESS SALES AND MARKETING

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ACKNOWLEDGMENTS

This Agricultural Business Sales and Marketing curriculum for advanced students represents a major revision of the current agribusiness guide. Revision of these units was suggested by the MVATA Teaching Aids Committee.

The format of these lessons should aid teachers in their lesson planning. All units have been reproduced in their entirety to use in planning the course sequence.

Special recognition is due to the Agribusiness Curriculum Advisory Committee who contributed guidance on the content of this guide. Members of the committee included G. W. Hamby, District Supervisor, Agricultural Education and the following vocational agriculture instructors: Dennis Epperly, Washburn; Donald Forster, Milan; Steven Harbstreit, Maryville; Hubert Shuler, Smithville; and Dennis Walker, Trenton. Business representatives on the committee included: Tim Daugherty, Emma Co-op Elevator, Sweet Springs; Bill Northcutt, Saverton; Bill Wallace, Lexington; Troy Smith, Reed's Seeds, Chillicothe; Bob Schwindt, Farmland Industries, Kansas City; and Dan Gutshall, Chillicothe.

Special recognition is also due to Dr. Harley Schlichting, Director of the Instructional Materials Laboratory, and his staff for the typing, editing, and illustrating this guide.

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FOREWORD

The Agricultural Business Sales and Marketing units have been revised and reproduced in their entirety. The revision of the agribusiness material was suggested by the MVATA Teaching Aids Committee. All lessons have been organized in a format to aid teachers in planning their lessons. These units are to be taught for junior and senior students of vocational agriculture.

Teachers should make every effort to utilize community resources to help localize these units.

The material consists of eight units designed to develop competencies needed in agribusiness. The units include: 1) How Agribusiness Functions; 2) Human Relations in Agribusiness; 3) Verbal Communication; 4) Written Communications; 5) Selling and Salesmanship; 6) Advertising and Display; 7) Business Procedures and Records; and 8) Personal Management; and 9) Microcomputers in Agribusiness.

During the summer of 1981, the Missouri State Board of Education formally adopted the concept of "Instructional Management Systems (IMS)" as a priority for the 1981-82 school year. Missouri Commissioner of Education Arthur L. Mallory has described the IMS concept as a practical way of "organizing for excellence" in education.

To meet the demand for greater productivity and accountability, Dr. Frank Drake, Director of Vocational Education, applied the elements of IMS to form the Vocational Instructional Management System (VIMS). The VIMS process provides a framework to use in planning and organizing to assure excellence in Missouri's vocational education system, by focusing greater attention on the management of teaching and learning.

To aid vocational agriculture teachers in the implementation of VIMS, this guide incorporates the needed component parts to meet VIMS requirements. For ease of use, performance objectives and competencies have been included at the beginning of each unit as well as being incorporated within each lesson. A competency profile has also been provided for convenient recordkeeping.

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AGRICULTURAL BUSINESS SALES AND MARKETING

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AGRICULTURAL BUSINESS

Unit I - How Agribusiness Functions

LESSONS:

1. Agribusiness is big business.
2. What are the different types of agribusinesses?
3. What are the activities in an agribusiness?
4. What is the role of the employee in an agribusiness?
5. What is involved in starting an agribusiness?

OBJECTIVES:

1. Given a written evaluation, the student will define the free enterprise system as it relates to the main components of agricultural business with 75% accuracy.*
2. Given a written evaluation, the student will compare the business structures of the four types of agribusinesses with 75% accuracy.
3. Given a written evaluation, the student will outline the primary business activities in an agribusiness with 75% accuracy.
4. Given a written evaluation, the student will explain the role of the employee in an agribusiness with 75% accuracy.
5. Given a written evaluation, the student will trace the steps involved in starting an agribusiness with 75% accuracy.

* NOTE: Percent accuracy to be set by instructor to reflect passing grade within their school system.

COMPETENCIES TO BE DEVELOPED:

1. Define the free enterprise system as it relates to the main components of agricultural industry.
2. Compare the business structures of the four types of agribusinesses.
3. Outline the primary business activities in an agribusiness.
4. Explain the role of the employee in an agribusiness.
5. Trace the steps involved in starting an agribusiness.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Take a survey of class members identifying how many have parents with agribusiness careers.
2. Discuss the extensive and varied career opportunities in agribusiness.
3. Identify students with agribusiness jobs; ask them where their jobs might lead.
4. Discuss the ever growing importance of the world of agribusiness. Relate the theme - "A WORLD OF AGRIBUSINESS CAREERS."

GETTING READY FOR THIS UNIT

A. References and Materials:

The references and materials listed below are only suggestions. This does not imply that they must all be used. Using any of the suggested texts and a selection of the other materials should be sufficient to successfully teach the unit.

1. Lee, Delene W.; Lee, Jasper S. Agribusiness Procedures and Records. 1st. ed. New York, NY: McGraw-Hill, 1980.
2. Long, Don L., Oliver, J. Dale; and Coale, Charles W. Introduction to Agribusiness Managment. New York, NY: McGraw-Hill, 1980.
3. Slide Set
    a. Starting and Managing Your Own Business in the 80's, Smith/Mihalevich, State Fair Community College, 1983. (Available from the Instructional Materials Laboratory, University of Missouri - Columbia.)
4. Handouts and transparencies for this curriculum guide are available from the Instructional Materials Laboratory, #10 Industrial Education Building, University of Missouri - Columbia, Columbia, MO 65211.

EVALUATION:

1. Give short objective tests following each lesson and a more in-depth objective test at the conclusion of each unit.

UNIT I - HOW AGRIBUSINESS FUNCTIONS

Lesson 1: Agribusiness is big business.

Objective: The student will be able to define the free enterprise system as it relates to the main components of the agricultural industry.

Study Questions:

1. What percentage of United States (U.S.) workers are employed in agricultural industry, and what are some examples from your community?
2. How many dollars did U.S. farmers spend for supplies and services, and what kinds of expenditures did they make?
3. What principle is the U.S. economy based upon, what is this system called, and what is its ultimate objective?
4. What is competition, and how does it affect the free enterprise system?
5. What is capital?

References:

1. Handouts
    - a) HO-1: The Agricultural Industry
    - b) HO-2: The Free Enterprise System
    - c) HO-3: Supplies and Service Expenditures

UNIT I - HOW AGRIBUSINESS FUNCTIONS

Lesson 1: Agribusiness is big business.

TEACHING PROCEDURES

A. Introduce unit. Possibly outline the units and some general considerations of the course. Discuss objective of the course and list objective of lesson on the board.

B. Motivation

Ask students to name specific agribusinesses in the community and state. See how many students are now involved in agribusiness or intend to pursue careers in agribusiness.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask students to identify the agribusinesses in their community. Discuss the relationship of the farmer and agribusiness person. (Refer to HO-1.)

   What percentage of United States workers are employed in agricultural industry, and what are some examples from your community?

   1) Agriculture is the nation's single largest industry, nearly 17% of the U.S. work force is employed in agricultural industry.
   2) Main components of agricultural industry:
      a) Production
      b) Processing
      c) Distribution
   3) Examples of employees in agricultural industry:
      a) Chemical company representative?
      b) Seed salesman?
      c) Service manager at implement dealer?
      d) Veterinarian technician?
      e) Others?

2. Show HO-3 or show relative expenditures on blackboard. Ask students to think of what services a farmer might need. Try to discuss some of the more obscure needs. List these on the board. (Refer to HO-1.)

   How many dollars did U.S. farmers spend for supplies and services, and what kinds of expenditures did they make?

1) U.S. farmers spent nearly 50 billion dollars for supplies and services in 1976.
2) Kinds of expenditures
    a) Cattle feed
    b) Veterinary
    c) Tractor repairs
    d) Others?

3. Discuss the United States' economic system and the principles upon which it is based. (Refer to HO-2.)

What principle is the U.S. economy based upon, what is this system called, and what is its ultimate objective?

1) U.S. economy is based upon the idea that people can invest their money (capital) as they see fit.
2) This system is called free enterprise.
3) Profit for the investor is the ultimate objective of the free enterprise system.

4. Discuss the component aspects of the free enterprise system. List these on the board. Note their relationship to each other. (Refer to HO-2.)

What is competition, and how does it affect the free enterprise system?

1) Competition is a vital component of the free enterprise system.
2) Competition implies that persons involved in businesses are striving to reach the same economic objectives, and to capture the same market at the expense of one another.
3) The utlimate motivation for economic competition is profit.
4) Competition allows a business to supply goods and services desired by the consumer, and can strengthen a business.

5. Discuss the role of money and/or other economic goods in agribusiness. (Refer to HO-2.)

What is capital?

1) Capital is money or the aggregation of economic goods used to generate additional economic goods (money or other assets).
2) Capitalism is the right to hold or own capital or capital assets.

F. Other Activities

The class may want to visit a bank or business, or invite a local agribusiness person to come to the class and discuss the nature of business in general and the free enterprise system.

G. Competency

Define the free enterprise system as it relates to the main components of the agricultural industry.

H. Answers to Evaluation

1. T
2. T
3. F
4. F
5. F
6. T
7. F
8. F
9. 12 million (17%)
10. 1) Production, 2) Processing, 3) Distribution
11. People can invest or handle their money however they choose.
12. An aggregation of money or economic goods.

UNIT I - HOW AGRIBUSINESS FUNCTIONS

Lesson 1: Agribusiness is big business.

EVALUATION

The statements below are either true or false. Circle the T if the statement is true; circle the F if the statement is false.

T F 1. Agriculture is the single biggest industry in the U.S.

T F 2. The U.S. economy is based on the free enterprise system.

T F 3. Free enterprise means people cannot handle their money as they wish.

T F 4. Free enterprise systems ensure that people will make money from their investments.

T F 5. Competition has no place in the free enterprise system.

T F 6. Competition can strengthen business.

T F 7. The right to hold assets or capital is known as assetation.

T F 8. Money is the only true type of capital.

9. How many U.S. workers are involved in the agricultural industry?

____

10. What are the three components of the U.S. agricultural industry?

1) _______________, 2) _______________, 3) _______________

11. Describe what is meant by free enterprise. _________________

____

____

12. What is capital? ____

____

____

THE AGRICULTURAL INDUSTRY

The agricultural industry is the largest industry in the United States and, as such, it provides many jobs. As the world population increases, the demand for food and fiber also increases creating even more career possibilities.

Nearly 17 percent (12 million) of all workers in the U.S. hold jobs that require agricultural skills and/or knowledge. While some of these jobs involve direct production of crops and livestock, the vast majority are in off-farm businesses. These agribusinesses supply what the farmers and ranchers need to produce and transport the products or process and distribute the products. In all, farmers spent nearly 50 billion dollars for agricultural supplies and services.

Since agriculture is our single largest industry, the main components of producing, processing, and distribution of agricultural products requires more employees than any other industry in our nation. Approximately 2.5 million people operate commercial farms in the U.S. and at least two to three times as many people are involved in supply and support business, nearly 12 million people in all.

Credits

1. Opportunities Agricultural Occupations, Ohio Agricultural Education Curriculum Service.

2. Working in Agricultural Industry, McGraw-Hill Book Company.

THE FREE ENTERPRISE SYSTEM

The economy of the United States is based upon the free enterprise system - the principle that people can invest their money as they see fit. In other words, businessmen can freely choose how to handle their monetary resources. Because of this, they will reap the benefits or suffer the losses of their investment. The free enterprise system is one factor that has been cited for making the United State the economic giant it is.

The concept of freedom of choice has introduced the element of competition into the business world. All people have the right and priviledge to invest their money in the same type business and be in direct competition with each other. Competition then is the simultaneous effort to obtain or reach the same objective.

One must have capital at his or her disposal in order to enter into a business. Capital is an aggregation of economic goods (money or other items of worth) used solely to promote the production of other goods for a profit. Profit is the outstanding motivation behind risking capital in business ventures. We can say then that an intrinsic aspect of the capitalistic, free enterprise system is the profit motive.

Credits

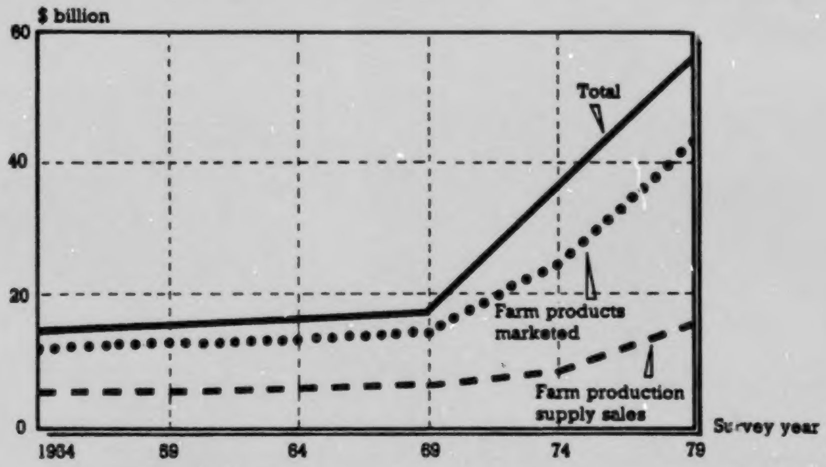
1. Opportunities in Agricultural Occupations, Ohio Agricultural Education Curriculum Service.

Supplies and Service Expenditures

Figure 1: Comparison of Supplies and Service Expenditures (1976)

Industry	Expenditures
Agricultural Production	50.0 billion dollars
Motor Vehicles	35.0 billion dollars
Tire Manufacturers	2.5 billion dollars
Blast Furnaces and Steel Mills	12.9 billion dollars

Figure 2: Business Volume of Farmer Cooperatives



Source: U.S. Department of Agriculture, 1981 Handbook of Agricultural Charts.

Figure 3: Farm Production Expenses, Missouri, 1977-81

Item	1977	1978	1979	1980	1981
			-million dollars-		
Current farm operating expenses:					
Feed	502.8	532.9	636.5	617.5	619.5
Livestock	32.1	37.8	48.3	47.5	48.2
Seed	101.2	82.5	92.6	104.8	123.7
Fertilizer and lime	227.0	231.9	302.1	415.1	411.4
Repairs and operations of capital items	394.9	423.3	504.0	594.2	650.2
Hired labor	466.3	147.6	155.4	174.6	212.1
Miscellaneous	87.8	501.5	604.0	689.2	833.7
Total expenses	1,812.1	1,957.4	2,342.8	2,642.9	2,898.9

1/Revised data for 1978-80. Source: Missouri Department of Agriculture, 1983 Missouri Farm Facts.

UNIT I - HOW AGRIBUSINESS FUNCTIONS

Lesson 2: What are the different types of agribusinesses?

Objective: The student will be able to compare the business structures of the four types of agribusiness.

Study Questions:

1. What are the different types of agricultural businesses?
2. Why was each type of business organized?
3. Who controls or makes policy decisions in each type of business?
4. Who receives the profit in each type of business?
5. Who is financially liable in each type of business?
6. What are some examples of each type of business in your community?
7. What is the role of agribusiness in the community?

References:

1. Introduction to Agribusiness Mangement, Long/Oliver/Coale, Chapter 8.
2. Transparency Master
    - a) TM-1: Types of Agribusinesses
3. Handouts
    - a) HO-4: Types of Agribusinesses
    - b) HO-5: Types of Businesses and How They Function

Lesson 2: What are the different types of agricultural businesses?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Show the students a sample of corn. Ask the students to identify different businesses where they could market corn and who owns the business. Repeat the above procedure with livestock.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to list the different types of businesses. Write these on the blackboard or on an overhead transparency in a chart form as shown on TM-1. (Refer to HO-5.)

   What are the different types of agricultural businesses?

   1) Individual proprietorship
   2) Partnership
   3) Corporation, investor owned
   4) Cooperative corporation, member owned

2. Allow the students to answer why each of the above forms of business was organized. Add the answers to the chart on the blackboard.

   Why was each type of business organized?

   1) Individual...to make money for the individual
   2) Partnership...to make money for the partners
   3) Corporation... to make money for the shareholders
   4) Cooperative...to make money for the member patrons by providing services at the lowest possible cost

3. Ask for discussion on who controls each of the types of businesses. Have discussion on who sets the policies. Add answers to chart on blackboard. (Refer to HO-5.)

   Who controls or makes policy decisions in each type of business?

   1) Individual...individual
   2) Partnership...partners
   3) Corporation...shareholders (based on number of shares)
   4) Cooperative...members (each member has one vote)

4. **Let the students discuss who receives the profit from the different ways of doing business. Add to chart on blackboard. (Refer to HO-5.)**

Who receives the profit in each type of business?

1) Individual...individual
2) Partnership...partners
3) Corporation...shareholders (based on number of shares)
4) Cooperative...members (based on patronage)

5. **Ask the class who is financially liable if something goes wrong in each type of business. Add to chart on blackboard. (Refer to HO-5.) HO-4 can be used to review the information discussed in these five questions.**

Who is financially liable in each type of business?

1) Individual...individual
2) Partnership...partners
3) Corporation...corporation (shareholders lose only amount invested)
4) Cooperative...cooperative (members lose only amount in equity)

[illegible]. **On another blackboard, have the students list examples of each of the methods of doing business. Review the lists below to make sure they are applicable to your community and add others as they are suggested. Spend a few minutes discussing each business the students mention.**

What are some examples of each type of business in your community?

1) Individual
    a) Farmers (unincorporated)?
    b) Local drug store?
    c) Local photography studio?
    d) Local fabric shop?
    e) Local hardware shop?
    f) Local veterinarian?
    g) Local doctors and dentists?
2) Partnership
    a) Father-son farms?
    b) Local law firms?
    c) Lumber yard?
    d) Trucking firm?
3) Corporation
    a) Power company?
    b) Telephone?
    c) Bank?
    d) Industry?
4) Cooperatives
    a) Grain elevator?
    b) Fertilizer plant?

- c) Production Credit Association?
- d) Federal Land Bank Association?
- e) Creamery?
- f) Credit union?
- g) Telephone?
- h) Housing?
- i) Artificial Breeding Cooperative?
- j) Mutual insurance company?
- k) Service station?
- l) Food store?
- m) Health care?
- n) Rural Electric Cooperative?

7. Ask the students what kind of services local agribusinesses provide for their community and what other benefits are received from local agribusinesses besides services.

   What is the role of agribusiness in the community?

   1) Provides services
      - a) Fertilizer application
      - b) Fuel delivery
      - c) Harvesting crops
      - d) Others applicable to your community
   2) Provides jobs and income
   3) Sales (provides products of use to the community)
   4) Property tax revenues
   5) License fees (city revenue)
   6) Community leadership
   7) Extra community benefits
      - a) Scholarships for FFA
      - b) Parks
      - c) Helps support local functions

F. Other Activities

Invite representatives from each type of business in your local community to discuss the function of their business with the class.

G. Competency

Compare the business structures of the four types of agribusiness.

H. Answers to Evaluation

1. Individual
2. Corporation
3. Cooperative
4. Partnership

5, 8, 9, 10, and 13 should be circled

Lesson 2: What are the different types of agribusinesses?

EVALUATION

Fill in the blanks with the type of agribusiness that best fits the statements in the following sentences.

1. An owner controls and makes policy decisions in the __________ type of business.

2. Shareholders receive the profit in a __________.

3. The main reason the __________ type of agribusiness was organized, is to provide services for its members.

4. A father and son business would be a good example of a __________ type of agribusiness.

From the following list please circle the appropriate number that may describe a role of an agribusiness in the community

5. Provides a job for a salesperson.

6. Administers a traffic ticket.

7. Does not provide tax revenues.

8. Provides community leadership.

9. Helps develop a city park.

10. Provides lawn mower parts.

11. Picks up your garbage.

12. Supplies a scholarship.

13. Repairs the city streets.

TYPES OF AGRIBUSINESSES

Features Compared	Types of Businesses			
			Corporate Form	
	Individual	Partnership	Regular Corporation	Cooperative Corporation
1. Who uses the services?				
2. Who owns the business?				
3. Who votes?				
4. How is voting done?				
5. Who determines policies?				
6. Are returns on ownership capital limited?				
7. Who gets the operating proceeds?				

TM-1

TYPES OF AGRIBUSINESSES

Features Compared	Types of Businesses			
	Individual	Partnership	Corporate Form	
			Regular Corporation	Cooperative Corporation
1. Who uses the services?	Non-owner customers	Generally non-owner	Generally non-owner customers	Chiefly the owner-patrons
2. Who owns the business?	The individual	The partners	The stockholders	The member-patrons
3. Who votes?	None necessary	The partners	Common stockholders	The member-patrons
4. How is voting done?	None necessary	Usually by partners' share in capital	By shares of common stock	One member, one vote or proportional to patronage
5. Who determines policies?	The individual	The partners	Common stockholders and directors	The member-patrons and directors
6. Are returns on ownership capital limited?	No	No	No	Yes - 8 percent or less
7. Who gets the operating proceeds?	The individual	The partners in proportion to interest in business	The stockholders in proportion to stock held	The patrons on a patronage basis

HO-4

TYPES OF BUSINESSES AND HOW THEY FUNCTION

The Individual Proprietorship

Doing business as an individual is the oldest form of business enterprise. Despite the growth of other forms of business organizations, the individually owned enterprise is still the most common in this country. The farmer and the independent shopowner are typical examples.

Characteristics of individually owned business firms include the following:

1. An individual business serves the public by producing or distributing goods and services. The owner hopes to make a profit, although, it doesn't always work out that way.
2. The owner decides the policy.
3. The owner has full responsiblity for management. However, the owner may hire a manager to operate the business in keeping with policy set forth by the owner.
4. No voting is necessary to arrive at a mangement decision, since the owner has full responsibility.
5. The individual is the sole owner.
6. The owner supplies a substantial part, or all, of the capital requirements. However, additional capital may be borrowed.
7. The owner's returns from the business enterprise are technically and legally unlimited. Actually, there are practical limits on returns -- these are influenced by the energy, initiative, and skill of the owner, and the nature of the competitive environment, for example.
8. The owner may use net returns from the operation in any legal manner she or he pleases.
9. In the event of failure, the individual has unlimited liability for debts and obligations.

The Partnership

A partnership is a business firm with two or more partners. The essential part of conducting business as a partnership lies in joint contributions of labor or capital, or both, by the partners; in joint control of the operations; and in a division of resulting profits or losses. The partners organize the partnership in the hope of making a profit for themselves.

A partnership has the following distinct characteristics:

1. A partnership serves the public by producing or distributing goods or services.

2. The partners decide the policy for the firm.

3. Both policy and operating decisions are made by a majority vote of the partners. However, unanimous consent of all partners is required to change the basic nature of the partnership.

4. The partners jointly own the firm.

5. Each partner may contribute a portion of the capital needed. Capital contributions need not necessarily be equal. In some cases a partner's contribution may be something other than money or tangible assets -- a needed special skill, for example.

6. Returns to the partners from operations of the partnership firm are, like those of the individual business firm, technically and legally unlimited.

7. Profits (or losses) are shared by the partners in accordance with the terms of the partnership agreement. Usually, this is in proportion to the capital invested or work done.

8. Each partner is personally liable for any debts or other obligations of the partnership irrespective of the contributions previously made.

The Regular Corporation

There are two kinds of corporations -- the regular corporation and the cooperative corporation.

A corporation is a legal entity, an artificial person created by the State, with most of the rights of a real person. Such rights include the following: to buy or sell goods and services, to own property, to borrow money, and to enter into binding contracts.

A corporation is treated by the law as separate and distinct from its constituent human owners. A corporation enjoys a continuing existance, not-withstanding the death, entrance, or exit of one or more of its owners.

The primary purpose of a business corporation is to make a profit for the owners. Additional characteristics include:

1. A corporation earns profits for its owners by providing goods and services to its customers.

2. The general direction of the business activities of the corporation and its overall policies are the responsibility of a board of

directors. The corporation owners, called stockholders, elect directors at their annual meeting.

In setting policy, the corporation directors must abide by the statement of duties and rights contained in the charter granted by the State.

The charter states the nature of the corporation's business activities, its name and address, its right to have a seal and issue stock and so on.

The key elected officials of a corporation are the chairman of the board, secretary, and treasurer. The directors select these from among their number. Additional officers may be appointed or employed as necessary.

The operating officials of a corporation carry on the day-to-day business activities. They do this in a way that will achieve the corporation objectives as stated in its charter and within a framework of policy laid down by the directors. Periodically, usually monthly, the operating officials report to the board of directors. And once a year, at the annual meeting, the directors report to the stockholders. In this manner, the stockholders exercise final control over the activities of the corporation through the directors, whom they elect.

3. Owners of a corporation are called stockholders. Stock is the capital that corporations acquire through the sale of shares or portions of the business, entitling the holder of the stock to dividends and other rights of ownership. There are two basic kinds of stock — common and preferred. Common stock is the voting stock. Each stockholder has as many votes at the annual meeting as the number of shares of common stock he or she owns. If a stockholder cannot attend the annual meeting, he or she is permitted to vote "by proxy" — that is, through an agent he or she names. Preferred stock does not usually carry voting rights, but does have a prior claim for a fixed amount of the net earnings of the corporation.

4. Sale of stock — that is, shares of ownership of the corporation -- is a major way of securing necessary capital. The shares of stock may be bought or sold by individuals at will. Stockholders buy stock to earn dividends on their investment or share in potential appreciation. Returns on preferred stock are a set amount per share. Returns of capital invested in common stock are not only limited by law, but their upper range may be limited by such factors as competition and the skill with which the corporation is managed. Net margins remaining after paying dividends on preferred stock, if any are available for distribution to common stockholders in proportion to the number of shares held by each. However, the usual practice is to retain a portion of the net margins within the corporation to be used for reserve funds, expansion, and other corporation purposes.

5. The corporation, not the stockholders, is liable for all its debts and other obligations. The stockholder cannot lose more than the amount invested in shares of stock in the event the corporation fails.

The Cooperative

The cooperative, as a business corporation, has most of the characteristics of other corporate forms of business. It differs from other business corporations in objective and emphasis and usually is incorporated under separate laws.

Where other corporations seek to make a profit on invested capital, the cooperative corporation is organized to serve its members who are the owners.

Where other corporations are controlled by stockholders -- who are the owners -- in proportion to the number of shares of stock owned, the cooperative is controlled by its member-owners either on a one member, one vote basis, or on a basis proportional to the amount of service provided the member. In either case, a board of directors elected at the annual membership meeting represents the owners as the control instrument.

Finally, where other corporations pay out net profits to common stockholders in proportion to the number of shares they own, the net savings in a cooperative go to the users in proportion to the amount of business each does with the cooperative.

A cooperative has the following distinct characteristics:

1. Cooperatives serve their member-users by acting as their agents. For example, farmer marketing and purchasing cooperatives act as the selling or buying agent, respectively for the farmers who are the member-users.

   In the same way, consumer cooperatives are organized to buy and distribute goods as agents for member-users.

   Cooperatives may also be organized to manufacture various commodities such as fertilizer or to provide such service as credit, insurance, and transportation.

2. Cooperatives may be organized with or without capital stock. Members of non-stock cooperatives are usually given a membership certificate as evidence of their right to vote at member meetings. In cooperatives organized as stock cooperatives, each member is issued one share of common (voting) stock. If the cooperative issues preferred (non-voting) stock, members may own as many shares as they wish or can afford. Non-members may also buy preferred stock as an investment, and many do. Each member has one vote.

3. Net savings of a cooperative are allocated to the member-users according to the amount of business each has done with the cooperative.

4. A substantial portion of the capital needs of a cooperative corporation is supplied by the members through their purchase of shares of capital stock or through that part of their share of the cooperative net profits which are temporarily retained in the business in a revolving capital fund. Additional capital may be secured by borrowing.

5. Dividends paid on member capital are limited by statute and practice.

6. In virtually all other aspects, regular corporations and cooperatives are alike -- for example, in mangement, continuity of existence, limited liability of the individual owners and responsibility for obeying the laws relating to their organization and operations.

7. While the profits of regular corporations are taxed, the cooperative corporation is usually tax exempt.

Credits

The above material is an excerpt taken from How We Organize To Do Business In America, published by the American Institute of Cooperation, Washington, DC.

Unit I - How Agribusiness Functions

Lesson 3: What are the activities in an agribusiness?

Objective: The student will be able to outline the primary business activities in an agribusiness.

Study Questions:

1. What are the three primary types of agribusiness activities?
2. What are the major steps in the manufacturing of farm machinery?
3. What are the major steps of the marketing process?
4. What are the various services needed by farmers and ranchers?
5. What are the support activities needed by an agribusiness?
6. What are the business procedures that employees follow to ensure smooth operation of the agribusiness?

References:

1. Agribusiness Procedures and Records, Lee/Lee, Chapter 1.
2. Transparency Master
    a) TM-2: Primary Business Activities

UNIT I - HOW AGRIBUSINESS FUNCTIONS

Lesson 3: What are the activities in an agribusiness?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the students to name the program of activities carried out in their FFA chapter. Relate this to how every business or organization has different activities to fulfill specific functions.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to list the primary activities of agribusinesses. (Refer to TM-2.)

   What are the three primary types of agribusiness activities?

   1) Manufacturing
   2) Marketing
   3) Servicing

2. Ask the students what steps need to be taken to manufacture a tractor. (Note: You may want to use some product that is more familiar and manufactured locally.)

   What are the major steps in the manufacturing of farm machinery?

   1) Purchasing - gathering of materials needed to produce a product.
   2) Designing - putting the idea for a product down on paper.
   3) Engineering - making sure the machine performs its function.
   4) Assembling - putting together parts to make a complete unit.
   5) Sales - moving the product to distributors or users.

3. Ask the students to list and give a brief description of marketing activities.

   What are the major steps of the marketing process?

   1) Selling - the art of transferring information to a potential customer about a product or service so that he might be persuaded to buy it and use it.
   2) Physical distribution - transport of goods or services so that it might be more readily available to the buyer.

   3) Promotion - making products known and available to the consumer.

4. Ask the students to name some of the services provided by agribusinesses which help ranchers and farmers produce their crops and livestock.

   What are the various services needed by farmers and ranchers?

   1) Machinery repair
   2) Animal health care
   3) Custom harvesting
   4) Application of pesticides, fertilizer, seeds, etc.
   5) Business management services

5. Ask the students what services are needed by agribusinesses?

   What are the support activities needed by an agribusiness?

   1) Communications
   2) Money records
   3) Money transactions
   4) Sales
   5) Purchases

6. Ask the students what business procedures are needed to help make an agribusiness run smoothly.

   What are the business procedures that employees follow to ensure smooth operation of the agribusinss?

   1) Handling communications
   2) Billing and credit collections
   3) Controlling inventory
   4) Keeping records
   5) Preparing reports
   6) Receiving, storing, and retrieving information

F. Other Activities

A field trip through a local agribusiness pointing out the various activities and procedures.

G. Competency

Outline the primary business activities in an agribusiness.

H. Answers to Evaluation

1. a. Manufacturing
   b. Marketing
   c. Servicing

2. 1. f
   2. b
   3. a
   4. c

3. Two of the following:

Handling communications
Billing and credit collections
Controlling inventory
Keeping records
Preparing reports
Receiving, storing, and retrieving information

EVALUATION

1. List the three primary types of agribusiness activities.

   a.

   b.

   c.

2. Match the following definitions that best fit the major steps of a primary agribusiness activity.

   1. _____ Physical distribution
   2. _____ Purchasing
   3. _____ Selling
   4. _____ Promotion

   a. The art of transferring information and persuading a person to buy

   b. Gathering materials needed to produce a product

   c. Making services and products known and available to consumers

   d. Buying

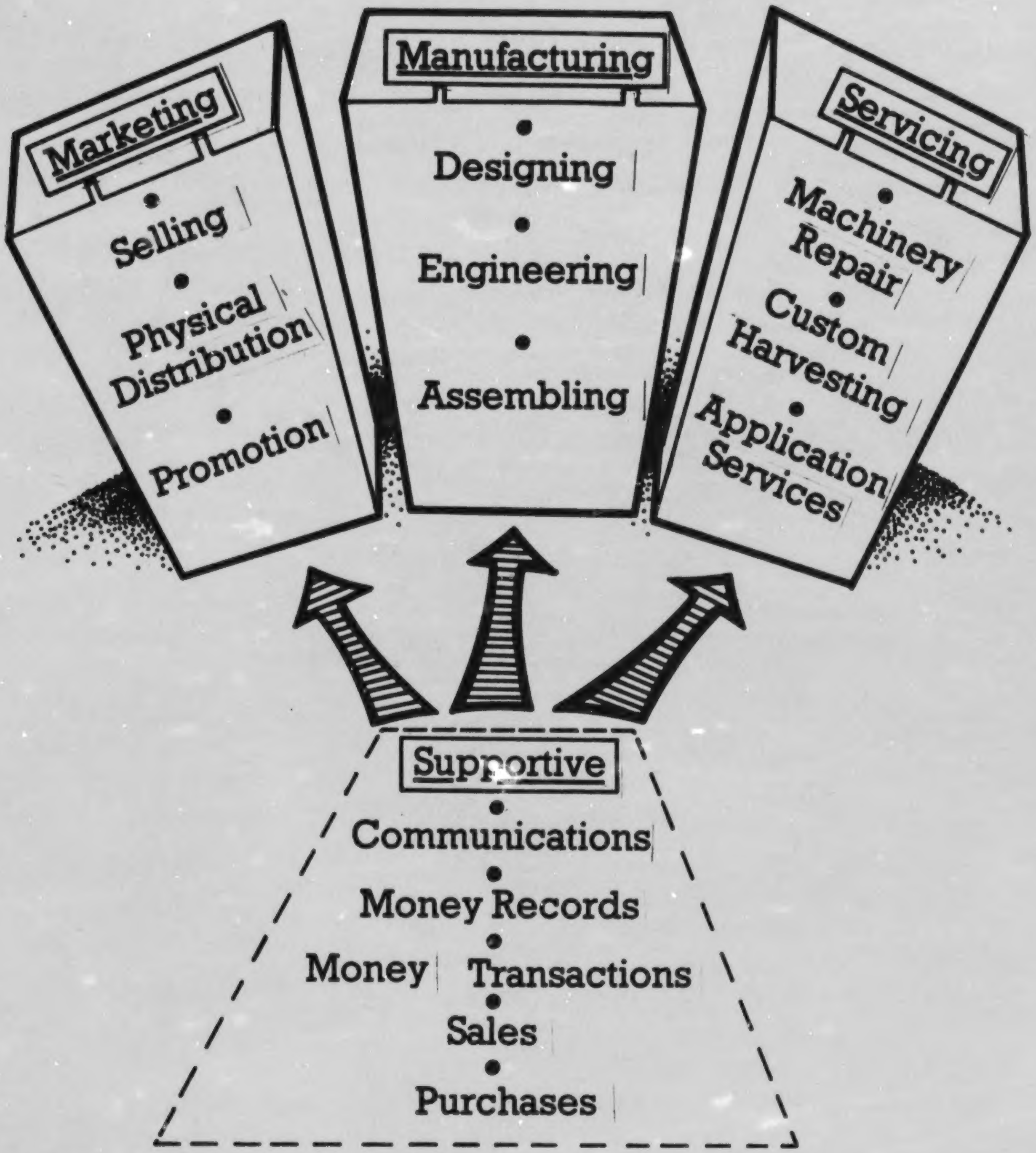
   e. The art of transferring a though or idea

   f. Transport of goods or services

3. List at least two business procedures that employees follow to help keep an agribusiness running smoothly.

TM-2

Primary Business Activities



Marketing

- Selling
- Physical Distribution
- Promotion

Manufacturing

- Designing
- Engineering
- Assembling

Servicing

- Machinery Repair
- Custom Harvesting
- Application Services

Supportive

- Communications
- Money Records
- Money Transactions
- Sales
- Purchases

Unit I - HOW AGRIBUSINESS FUNCTIONS

Lesson 4: What is the role of the employee in an agribusiness?

Objective: The student will be able to explain the role of the employee in an agribusiness.

Study Questions:

1. What are the characteristics that an employer looks for in an employee?
2. To whom is the employee responsible?
3. What are some practical steps to help me succeed?

References:

1. Handouts
    a) HO-6: Practical Steps to Help You Succeed
    b) HO-7: Lines of Authority

UNIT I - HOW AGRIBUSINESS FUNCTIONS

Lesson 4: What is the role of the employee in an agribusiness?

TEACHING PROCEDURES

A. Review previous lesson.

B. Motivation

Show a common type of job application. Ask students why employers ask these kind of questions, and what kind of information are they looking for. Emphasize the fact that the employee is hired to make money for the company.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students what characteristics they think are important to be a good employee. As they are suggested, relate each of the characteristics to the employer's point of view. (Refer to HO-6.)

   What are the characteristics that an employer looks for in an employee?

   1) Adaptability
   2) Cooperation
   3) Courtesy
   4) Dependability
   5) Enthusiasm
   6) Honesty
   7) Initiative
   8) Knowledge and experience
   9) Loyalty
      a) Conisdered most important becuase it is reflected in the productivity of the employee.
   10) Patience
   11) Quality
   12) Quantity
   13) Self-control
   14) Tact

2. Ask students why it is important to know who they are responsible to. You may want to use the officers in an FFA chapter as an example of one line of authority. Use HO-7 to show the different organizational patterns.

   To whom is the employee responsible?

   1) Line Organization - each worker has one supervisor.
   2) Functional Organization - each manager specializes in an area.

3) Line and Staff Organization - clear lines of authority with some specialization.

3. Ask the students what practical steps could be taken to help them be an asset to their employer and improve their chances of promotion. (Refer to HO-6.)

What are some practical steps to help me succeed?

1) Master your present job.
2) Follow the business's standard procedures.
3) Check your own work for quality.
4) Develop your own program of self-improvement.
5) Improve on the 14 qualities of a good employee.

F. Other Activities

You may want to invite an employer or personnel director of a local agribusiness to explain their reasons for hiring or dismissing employees.

G. Competency

Explain the role of the employee in an agribusiness.

H. Answers to Evaluation

1. Please use HO-6 on Practical Steps to Help You Succeed to check your answers.

2. a. F
   b. T
   c. F

3. Please use HO-7 on Lines of Authority to check your answers.

Lesson 4: What is the role of the employee in an agribusiness?

EVALUATION

1. List four characteristics of a good employee and describe the qualities that make up each of those characteristics?

   a.

   b.

   c.

   d.

2. The statements below are either true or false. Circle T if the statement is true or circle F if the statement if false.

   T F a. The type of organization structure in which you are only responsible to one supervisor is line-and-staff.

   T F b. In the functional organization one person could have many supervisors.

   T F c. The type of organizational structure in which you have one main supervisor and other supervisors of specialized areas is line organization.

3. Describe three methods of self-improvement that you could use to help you succeed at a job.

   a.

   b.

   c.

PRACTICAL STEPS TO HELP YOU SUCCEED

Whatever type of enterprise you choose to get involved with, you will need to set goals and establish some methods of reaching those goals. The following are some suggested methods or steps to help you succeed in an agribusiness.

1. Obtain complete mastery of your present job.
   a) Get information on your job and study it.
   b) Ask questions of your supervisor.
2. Follow your agribusiness's policies and procedures.
3. Check your own work for quality.
4. Develop your own program of self-improvement.
5. Improvement on the 14 character qualities of a good employee.

Characteristics Needed By A Good Employee

Everyone wants to succeed as an employee. To fulfill your role as an employee you must get along with people and have positive traits and attitudes. The following is an outline of characteristics that will help you obtain the role of a good employee.

1. Adaptability: adjusting easily to new situations.
   a. Accept changes without complaint.
   b. Cheerfully accept situations when first choice is not possible.
   c. Learn new procedures and service information.
2. Cooperation: working harmoniously with others toward some desired goal.
   a. Follow rules and regulations.
   b. Do your part in group work.
   c. Take part in extra-curricular activities.
   d. Be flexible; consider ideas of others.
   e. Help others when possible.
3. Courtesy: being polite and having good manners.
   a. Show respect for others.
   b. Speak with a pleasant voice.
   c. Express your thanks for the time and effort of others.
4. Dependability: completing duties assigned to you; doing what you say you will.

   a. Be punctual and regular in attendance.
   b. Complete all assigned work on time.
   c. Follow instructions.
   d. Take only time allowed for lunch and breaks.

5. Enthusiasm: being eager to help or to take part in some activity.

   a. Be alert and friendly.
   b. Show pride in your job.
   c. Do more than your share when time permits.

6. Honesty: being truthful in all things.

   a. Respect property of others.
   b. Give truthful information.
   c. Be careful with money.
   d. Keep promises.
   e. Do not waste time.

7. Initiative: doing things without being told.

   a. Develop good work habits.
   b. Learn to work on your own.
   c. Use slack time to learn about your job.
   d. Make helpful suggetions.
   e. Accept additional responsiblities.

8. Knowledge or Experience: information and skills gained.

   a. Include work background that will help you at the present job.
   b. Utilize information gained from education.

9. Loyalty: sticking up for or supporting a cause.

   a. Keep confidences.
   b. Show that you can be trusted.
   c. Say good things about the firm you work for.

10. Patience: taking the time to do things right.

   a. Try to understand the opinions of others.
   b. Listen even though not interested.
   c. Control anger.

11. Quality: measure of performance.

   a. Complete your work.
   b. Do your work to meet the required need.
   c. Do your work well.

12. Quantity: measure of amount.

   a. Accomplish a reasonable amount of work.
   b. Use time wisely.

13. Self-control: being able to control your emotions.

   a. Control your temper.
   b. Show enthusiasm without becoming overbearing.
   c. Accept constructive criticism.
   d. Remain calm and poised.
   e. Keep hurting remarks to yourself.

14. Tact: being able to say the right thing at the right time.

   a. Avoid saying things which may hurt feelings.
   b. Do not contradict others.
   c. Be diplomatic.

Credits:

1. *Wisconsin Business Education Curriculum, Human Relations Module 22.700*, Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin.

2. *Office Practices*. New Mexico Department of Education, Vocational Education Division, Santa Fe, NM.

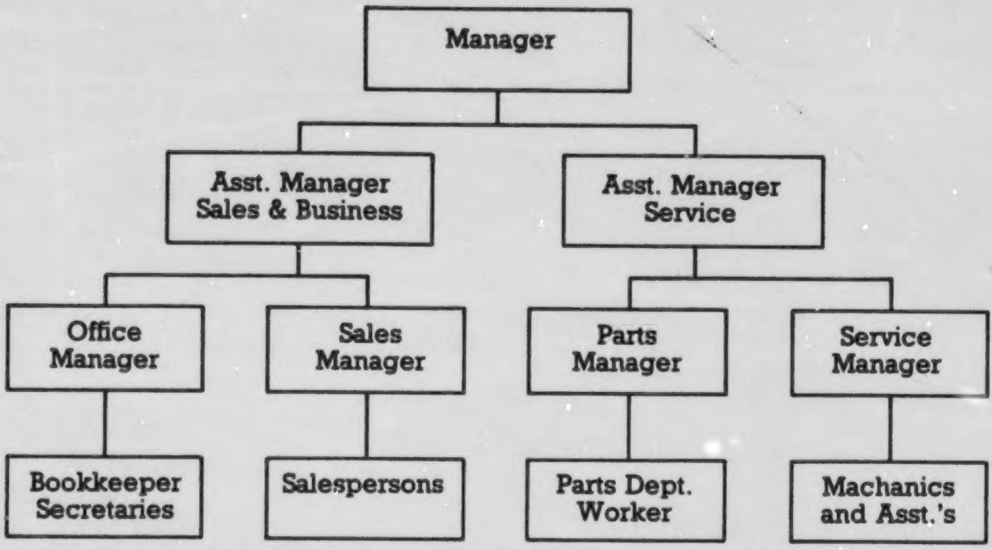
HO-7

LINES OF AUTHORITY

Organizational structure provides ways to communicate between management and workers. The structure also defines who is in positions of authority and this helps keep an agribusiness operating efficiently. The following are examples of organizational stuctures.

1. Line Organization: each worker is responsible to only one supervisor.

   Example: Farm Machinery Dealer

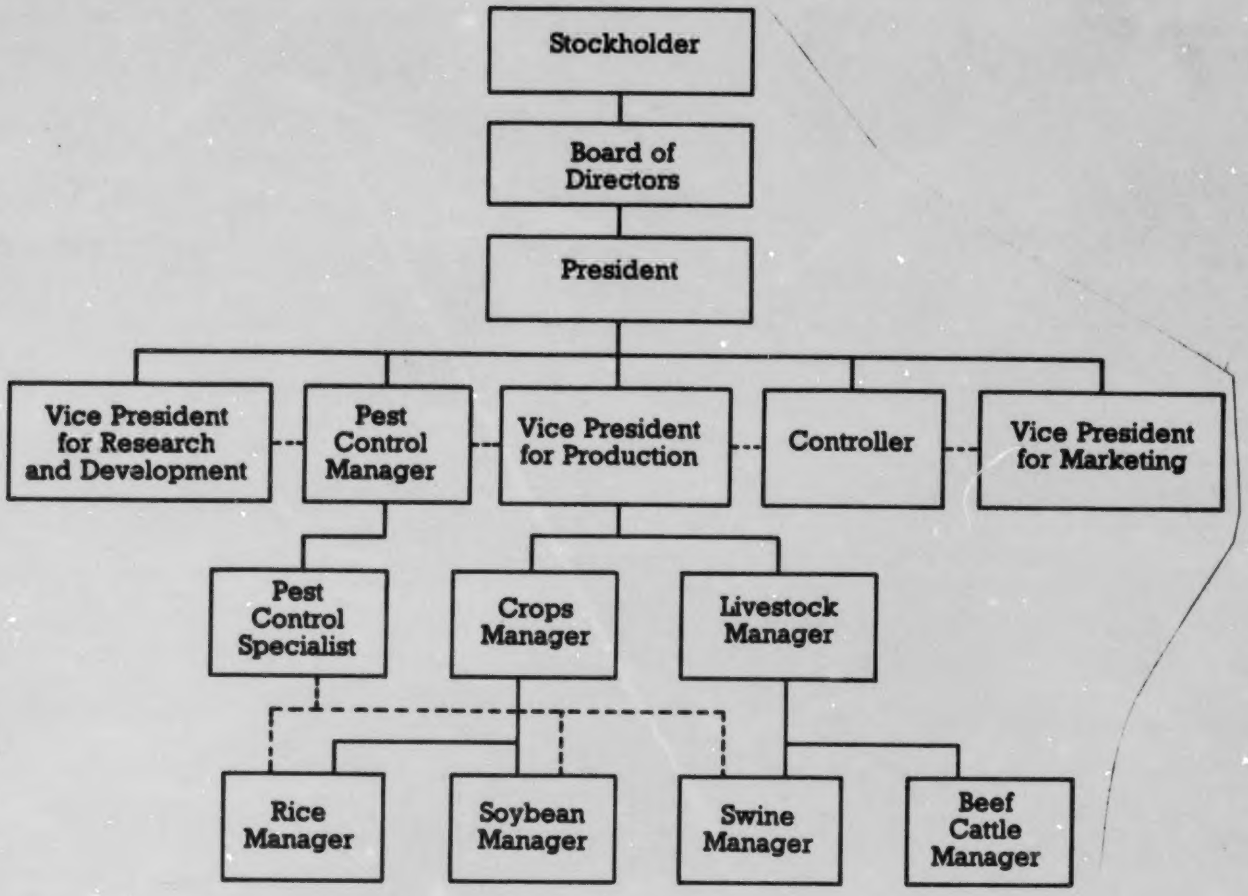

Manager
Asst. Manager Sales & Business
Asst. Manager Service
Office Manager
Sales Manager
Parts Manager
Service Manager
Bookkeeper Secretaries
Salespersons
Parts Dept. Worker
Machanics and Asst.'s

2. Functional Organization: each worker may have more than one supervisor. Supervisors specialize in an area.

   For example: You may have a supervisor in charge of inspection and one in charge of assembly. One assembly worker would have both supervisors.

3. Line-and-Staff Organization: each worker has one main supervisor with special supervisors for specialized areas.

Example of a Feed Manufacturing Plant Cooperative


Stockholder
Board of Directors
President
Vice President for Research and Development
Pest Control Manager
Vice President for Production
Controller
Vice President for Marketing
Pest Control Specialist
Crops Manager
Livestock Manager
Rice Manager
Soybean Manager
Swine Manager
Beef Cattle Manager

Credits:

1. Opportunities in Agricultural Occupations. Willard H. Wolf, Ohio State University, 1976.

UNIT I - HOW AGRIBUSINESS FUNCTIONS

Lesson 5: What is involved in starting an agribusiness?

Objective: The student will be able to trace the steps involved in starting an agribusiness.

Study Questions:

1. **What factors must you identify in the initial planning of starting an agribusiness?**
2. **How can you determine the market potential of a community and determine if it will support the agribusiness?**
3. **How can you secure finances?**
4. **What can be involved in managing an agribusiness?**
5. **How will you organize the work to be done?**
6. **What is involved in setting your prices?**
7. **What kind of financial records do you need to keep?**
8. **How can you promote your products and/or services?**
9. **How can you be successful?**

References:

1. Handout
    a) HO-8: Starting Your Own Agribusiness
2. Slide Set
    a) Starting and Managing Your Own Agribusiness in the 80's; Smith/Mihalevich, 1983.

Lesson 5: What is involved in starting your own agribusiness?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the students how they would like to be their own boss, and be employed at something that they had interest in and skills to handle.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students what might be some of their first considerations in starting their own agribusiness.

   What factors must you identify in the initial planning of starting an agribusiness?

   1) Personal qualities needed
      a) Self-motivation
      b) Think clearly and have a good imagination
      c) Show leadership
   2) Kinds of information needed
      a) Describe your agribusiness
      b) Trends concerning your agribusiness
      c) Describe your customers
         (1) Survey your market potential
      d) Kind of competition
      e) Where do you get information concerning your agribusiness?
   3) Type of agribusiness you want
      (Note: Please refer to Lesson 2.)
      a) Sole proprietorship
      b) Partnership
      c) Corporation
      d) Cooperative
      e) Franchise
   4) Legal requirements
      a) Use and occupancy permits
      b) City and/or state licenses
      c) Health permit
      d) Occupational license

2. Ask the students what kinds of things are important to identify in a community in which you want to start a particular agribusiness. You might use an example of an agribusiness that would supply goods and or services for your local community.

How can you determine the market potential of a community and determine if it will support the agribusiness?

1) Survey your market potential by obtaining the following information
   a) Number of people
   b) Kinds of people
   c) Business history of the area
   d) Condition and cost of building (if needed)
   e) Closeness of market (Will transportation costs be prohibitive?)
2) Sources of information
   a) Visit the location
   b) Talk to people in the area
   c) Local chamber of commerce
   d) Realtors in the area

3. Ask the students where they might obtain the finances to start their own agribusiness.

How can you secure finances?

1) Sources of finances
   a) Your own savings and personl assets
   b) Gifts or loans from friends
   c) Lending institutions
2) Information needed to receive a loan
   a) Personal information
   b) Business description
   c) Financial information about the business

4. Ask the students what kind of problems would they have to handle if they were managing their own agribusiness.

What can be involved in managing an agribusiness?

1) Organization
   a) Time
   b) Finances
   c) Work
2) Employees
   a) Hire and train employees
   b) Communication
   c) Understanding their needs
   d) Handle problems carefully and quickly
3) Customers
   a) Communication
   b) Prompt service
   c) Courteous service

5. Ask the students how they would organize their work so that their business runs smoothly.

How will you organize the work to be done?

- 1) Organized steps in doing your work
    - a) Decide what work needs to be done
    - b) Estimate completion times (for scheduling)
    - c) Check completed work
    - d) Keep work orders (record of work done)

6. Ask the students what factors they have to take into consideration when setting up prices for their service or products.

   What is involved in setting your prices?

   - 1) Cost of goods and/or services needed for the job
   - 2) Operating expenses
   - 3) How much profit
   - 4) Customer demand
   - 5) Competition

7. Ask the students what type of records they feel would be important to keep an agribusiness running smoothly.

   What kind of financial records do you need to keep?

   - 1) Records of revenues
   - 2) Records of expenses
   - 3) Sales slips or receipts
   - 4) Customer account records
   - 5) Customer billing forms
   - 6) Business reports

8. Ask the students to name some ways to promote products or services. Use some examples of local advertising.

   How can you promote your products and/or services?

   - 1) First define who your customers are
   - 2) What is your advertising budget?
   - 3) What methods will you use to advertise?
   - 4) How often will you advertise?
   - 5) What are you going to say?
   - 6) What kind of image are you going to portray?
   - 7) Direct sales

9. Ask the students what practical steps are needed to keep a business functional and profitable.

   How can you be successful?

   - 1) Keep profits up and costs down.
   - 2) Improve your products and/or services.
   - 3) Keep up-to-date on information concerning your agribusiness.
   - 4) Self-evaluate your products or services.
   - 5) Stay aware of your competitor's activities.

F. **Other Activities**

A local, self-owned business operator could come in and give a talk on his experiences.

G. **Competency**

Trace the steps involved in starting an agribusiness.

H. **Answers to Evaluation**

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. T
10. T
11. Teacher's judgement - points brought out in the class discussion should be included.

UNIT I - HOW AGRIBUSINESS FUNCTIONS

Lesson 5: How do you start your own agribusiness?

EVALUATION

Direction: The statements below are either true or false. Circle the letter "T" if the statement is True and circle the letter "F" if the statement if False.

T F 1. To start your own business you need to be self-motivated.

T F 2. It is not important to know what your competition is doing.

T F 3. A good way to find out information is to ask a local businessman.

T F 4. You can usually start a business without any state or federal licenses.

T F 5. When securing a loan for your business you don't need to supply personal information.

T F 6. One piece of information you need when choosing a location is the number of customers in the area.

T F 7. Organizing your work is not important in managing an agribusiness.

T F 8. You need a reasonable profit to stay in business.

T F 9. Competition helps determine the prices you charge.

T F 10. Improving your products and services is one way to keep your agribusiness successful.

11. Briefly describe the steps you would take in starting your own agribusiness.

STARTING YOUR OWN AGRIBUSINESS

There are many different kinds of small agribusinesses in the United States. Some supply services such as lawn care, tree pruning, and pesticide application. Others supply products such as fruits, vegetables, plants, and firewood. Of the more than twelve million businesses in the United States, over half are small businesses with less than four employees. However, more than half (8 out of 10) of all small businesses started fail within five years. This fact helps point out the importance of planning in the success of a small business. The rewards of owning your own business such as self-achievement, being your own boss, and enjoying your work are numerous. On the other hand, the demands on you are usually greater than if you were employed by someone else.

The following is an example of starting a small business.

Mark Smith decided that after high school he would like to stay in his home community. Mark's family had a small farm and his older brother was already working on the farm. There was no other local business that could provide a job which fit Mark's desires and skills. He had special interest and skills in welding, fabrication, and small engine repair. The local vocational agriculture teacher, Mr. Miller, had observed Mark for three years. He was a good student and had shown leadership in the local FFA chapter. He had also won several awards for his agricultural mechanic projects. Mr. Miller suggested that Mark should look closely at starting his own welding and small engine repair shop since the nearest welding shop was 12 miles away and there were no small engine repair services in the area.

Mark began to form ideas about what kind of services and products could be supplied. He had built a gooseneck trailer in the Ag Shop. These trailers were always in demand at the end of the year. There had been many farmers interested, so that was one potential market. He also thought about all the homeowners who had lawnmowers and chainsaws, and commerical timber cutting operations.

The more he thought about the business, the better it looked to him. He talked it over with his dad, with Mr. Miller, and with his uncle, the local farm cooperative manager. He also went to the town lawyer to get advice. He decided that he would start his agribusiness as a partnership with his dad who was going to help him get started financially and provide most of the equipment needed. The lawyer told Mark how to apply for city and state licenses and other legal documents, and for a fee wrote a partnership agreement.

The next logical step was deciding where he would open his shop. There were two possible choices; an old gas station near the farm cooperative and a vacant drug store in the center of town. The gas station rented for $175.00 a month. It needeed a little remodeling, but it had a concrete floor, work benches, large overhead door and a large paved area in back for welding big equipment. The drugstore rented for $150.00 a month;

it needed extensive remodeling and had a small parking lot in back. The choice seemed easy - the old gas station had the facilities he needed, and being close to the farm cooperative, would be most convenient for most of his customers.

He began to realize the many responsibilities of owning his own business. He would need to be there everyday, managing the finances and making sure the work got done on time. Mark's uncle, Bob, helped him set up a recordkeeping system, which included work orders, purchase orders, inventory cards, and records of sales and expenses. Bob also suggested that Mark keep a journal of his daily business activities which could later be used to help secure loans and make improvements on his business.

Next, Mark had to consider how much he should charge his customers. Mark talked with the owner of another welding shop. He told Mark that he charged an hourly shop rate plus a 10% markup on parts. He also visited with some local farmers, loggers, and townspeople to see how much they were willing to pay for his goods and services. He decided that since he was living at home until he got established, he could meet his living expenses and make some profit by charging $12 an hour plus a 10% markup on parts (to cover shipping, handling, and some profit).

The next step was to let all of his potential customers know he was in business. He had already established that his customers would be farmers, loggers, and local homeowners. He decided that since it was spring, for his grand opening special, he would offer a small engine tune-up for $7.50 plus parts. He decided to advertise weekly in the local paper and send out flyers. He decided that his motto would be "Tired of fixing it yourself? Bring it to Mark's Welding and Repair - He'll fix it right!" Mark also put a sign in front of the building, had a phone installed, and bought an ad in the yellow pages.

After a few months of operation the business seemed to be doing well. Mark wanted to improve his profit margin so that he could afford some new equipment and get his own place to live. To improve his profits and expand his business, he raised his hourly rates by two dollars an hour. He also offered a 10% discount to those who paid cash, and decided to offer welding service for breakdowns in the field. Mark also enrolled in night classes at the local vocational school to learn new welding methods and improve his knowledge of agribusiness management.

Credits:

1. Getting Down to Business: What's It All About - Module I. American Institutes for Research.

AGRICULTURAL BUSINESS

Unit II - Human Relations in Agribusiness

LESSONS:

1. Knowing Yourself
2. Knowing Others
3. Success and Failure on the Job
4. How To Deal With Others
5. Accepting Criticism
6. Steps in Problem Solving

OBJECTIVES:

1. Given a written evaluation, the student will discuss the importance of human relations skills and positive personality traits in an agribusiness employee with 75% accuracy.*
2. Given a written evaluation, the student will identify a basic hierarchy of needs which influences human actions and attitudes with 75% accuracy.
3. Given a written evaluation, the student will distinguish between the skills and traits contributing to agribusiness employee success and failure with 75% accuracy.
4. Given a written evaluation, the student will contrast how a worker deals with "superiors," "peers," and "subordinates" on the job with 75% accuracy.
5. Given a written evaluation, the student will relate how constructive criticism can be used to the advantage of an agribusiess worker with 75% accuracy.
6. Given a written evaluation, the student will outline the steps involved in systematic problem solving with 75% accuracy.

* NOTE: Percent accuracy to be set by instructor to reflect passing grade in their school system.

COMPETENCIES TO BE DEVELOPED:

1. Discuss the importance of human relations skills and positive personality traits in an agribusiness employee.

2. Identify a basic hierarchy of needs which influences human actions and attitudes.

3. Distinguish between the skills and traits contributing to agribusiness employee success and failure.

4. Contrast how a worker deals with "superiors," "peers," and "subordinates" on the job.

5. Relate how constructive criticism can be used to the advantage of an agribusiness worker.

6. Outline the steps involved in systematic problem solving.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Describe a hypothetical business situation that involves people and human relation situations. Tell the class that they will learn how to handle these types of situations and deal with all sorts of people.

2. Compare agribusiness human relations with high school human relations. Both are very similar and equally important.

3. Point out that human relations is a crucial aspect of everyday life and what is learned in the agribusiness context can be applied all the time.

4. These lessons deal with often encountered work and social situations. Use examples from the school setting that the students will be familiar with and then apply these concepts to the business world. Social human relations skills are not much different from business human relations skills. In fact, the human relation skills dealt with in this unit find application in everyday family, school, and work situations.

GETTING READY FOR THIS UNIT:

A. References and Materials:

The references and materials listed below are only suggestions. The lessons, however, are largely based upon materials therein. This does not necessitate their exact use. Using the suggested text(s) or other selected reference materials should be sufficient to successfully teach the unit.

1. Hillison, John; Curnkilton, John; and Lee, Jasper S. Human Relations in Agribusiness. 1st ed. New York, NY: McGraw-Hill, 1980.

2. Plank, Harry; and Wolf, Willard H. Human Relations in Agricultural Businesses. 3rd ed. Ohio Agricultural Educaiton Curriculum Materials Service, The Ohio State University, Columbus OH 1976.

3. Handouts and Transparencies for this Agribusiness guide are available from the Instructional Materials Laboratory. 10 Industrial Education Building, University of Missouri - Columbia, Columbia, MO 65211.

4. Film strips and slide sets:

   Ohio Agricultural Education Curriculum Materials Service
   Rm 254, 2120 Fyffe Road, The Ohio State University
   Columbus, OH 43210 "Careers in Agribusiness and Service"

EVALUATION:

1. Give short objective tests at the end of each lesson and/or at the end of the unit.

2. Observe changes in behavior and evidence of an improved ability of the students to deal with peers, teachers, employers, parents and others.

3. Observe students' attempts to apply human relations concepts in their business Supervised Occupational Experience Program (SOEP) projects.

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 1: Knowing Yourself

Objective: The student will be able to discuss the importance of human relation skills and positive personality traits in an agribusiness employee.

Study Questions:

1. What is human relations, and how might human relations affect your agribusiness career?
2. What is the goal of human relations?
3. Why do we refer to human relations skills as opposed to abilities?
4. What are the three components of the "personal" you, and how do they relate to your personality?
5. What are some positive and negative aspects of your personality, and how might you capitalize upon your strengths and improve your weaknesses?
6. Why do you think it is important to understand yourself?
7. Why is it wise to consider your personal goals when considering career opportunities?
8. What are two means by which you can gain knowledge that might benefit your immediate and future career goals?

References:

1. Human Relations in Agribusiness, 1st ed., Hillison and Crunkilton, Chapters 1, 2, 3, and 4.
2. Slide Set
    a) Careers in Agricultural Business and Service, Slide Set, Ohio Agricultural Education Curriculum Materials Service, Columbus, OH.
3. Transparency Masters
    a) TM-1: Personality Triangle
    b) TM-2: Career Clusters
4. Handouts
    a) HO-1: Personality Assessment

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 1: Knowing Yourself

TEACHING PROCEDURES

A. Introduction of the unit. Provide a broad overview of human relations, including the necessary use of human relations skills in all aspects of our dealings with others.

B. Motivation

Relate examples of situations (in the agribusiness setting) requiring use of human relations skills. Ask students how they might have reacted to that situation.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to define human relations. Write a formal definition on the board. Discuss how this might influence their careers.

   What is human relations, and how might human relations affect your agribusiness career?

   1) The skill of getting along with other people
   2) Pertains to the realm of person-to-person dealings, such as:
      a) Ability to get along with peers
      b) Ability to get along with customers
      c) Ability to respond to and act upon the desires and directives of superiors

2. Discuss and list the goals of human relations.

   What is the goal of human relations?

   1) To enable to get on with one's duties and to complete tasks efficiently without distraction
      a) Minimize friction
      b) Create a harmonious atmosphere
      c) To maximize productivity

3. Have the students discuss the distinction between skill and ability. Emphasize that human relations is a skill.

   Why do we refer to human relations skills as opposed to abilities?

   1) Ability implies that one is born with the quality.
   2) Skill implies that it can be learned and mastered.

3) Skill also implies the need for continued development and practice.

4. Ask the students to list the three components of a personality. Discuss their interelations. Show TM-1.

   What are the three components of the "personal" you, and how do they relate to your personality?

   1) Physical
      a) Health (primary) - eating, sleeping, etc.
      b) Appearance - clothing, hygiene, posture, etc.
      c) Activity - interacting with other, encourages physical development
   2) Mental
      a) Everything you do involves mental processes.
      b) Partake in mental activity
         (1) Challenge
         (2) Pleasure
         (3) Fulfillment
      c) Lean toward areas of natural aptitude
   3) Emotional
      a) We all have emotional natures.
      b) Emotion is changeable
         (1) Day to day basis
         (2) Throughout life
      c) Emotion is a learned behavior (not innate); as such, it can be unlearned. Therefore, do not exclude career possiblities because of so called natural emotional inclinations.
   4) The three aspects combine to make up your personality.

5. Ask the students to identify particular personality strengths and weaknesses. List these on the board. Give students HO-1. Let them examine it and complete the assessment or allow them to work on it at their discretion.

   What are some positive and negative aspects of your personality, and how might you capitalize upon you strengths and improve your weaknesses?

   1) Use personality strengths to your advantage, a "selling feature"
   2) Personality weaknesses can always be improved upon. It takes work but will be worth it.
      a) Identify weaknesses
      b) Devise a plan for improvement

6. Discuss with students why they think it is important to understand oneself. Allow the students to develop and formulate ideas.

   Why do you think it is important to understand yourself?

  1) To understand others
  2) To make realistic personal and career goals
  3) To capitalize on your strong characteristics
  4) To recognize your weak points so that efforts to improve can be made

7. Discuss with students why it is a good idea to consider personal goals when considering career opportunities.

   Why is it wise to consider you personal goals when considering career opportunities?

   1) Choose career possibilities based on what you want to do and where you want to go.
   2) Don't choose on the basis of changeable personality traits and stereotyping.

8. Allow students to discuss/debate the merits of experience and education. Lead toward the conclusion that each complements the other. Discuss career possibilities, show slide set Careers in Agriculture Business and Service, and show TM-2.

   What are two means by which you can gain knowledge that might benefit your immediate and future career goals?

   1) Practical experience - on the job training, Supervised Occupational Experience Program (SOEP)
   2) Formal education - high school, technical school, and college
      a) Once decided to pursue a particular career, one must obtain the education level required.
   3) Many people work (practical experience) while going to school (formal education) for career advancement.

F. Other Activities

Invite community agribusiness men and women to speak (panel discussion with question and answer period) on career opportunities in their respective agribusiness fields.

G. Competency

Discuss the importance of human relations skills and positive personality traits in an agribusiness employee.

H. Answers to Evaluation

1. F
2. F
3. F
4. F
5. F
6. F
7. T

8. T
9. F

The following are suggested answers. Additional acceptable criteria to be determined by instructor.

10. Developing good human relations skills will determine to a large extent your success in all walks of life - home, family, work, etc.

11. Your ability to get along with customers will directly influence your success as a salesperson.

12. Example: Chronically late to work; make an effort to get to bed at an earlier time, allow additional time in the morning, and fix tomorrow's lunch tonight.

UNIT II - HUMAN RELATIONS IN BUSINESS

Lesson 1: Knowing Yourself

EVALUATION

The statements below are either true or false. Circle the letter "T" if the statements is true; circle "F" if the statement is false.

T F 1. Human relations skills are impossible to cultivate.

T F 2. One reason for developing good human relation is to take advantage of fellow workers.

T F 3. Human relations skills apply only to work situations.

T F 4. Skills cannot be learned.

T F 5. Personalities never change.

T F 6. The three components of personality are emotional, appearance, and physical.

T F 7. We are all "emotional beings".

T F 8. One good reason for understanding yourself is to better enable you to understand others.

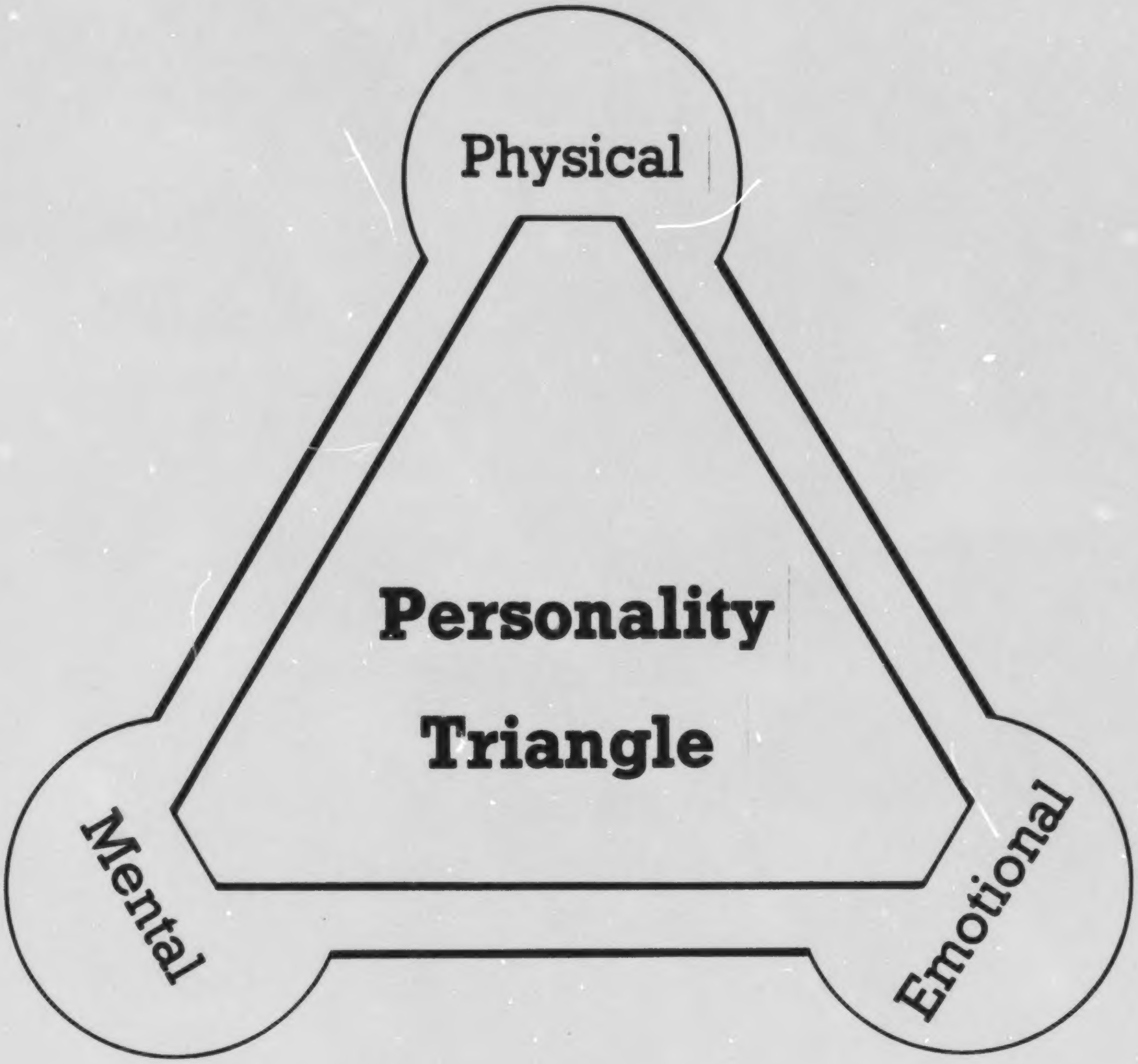
T F 9. Knowlege can only be gained in the classroom.

Provide short answers for the following:

10. Discuss the importance of developing positive human relations skills.

11. If you were a salesperson at the local feed and seed store, why would you boss be concerned with your human relations skills?

12. Outline plans for improving three "weak spots" in your personality.


Physical
Personality
Triangle
Mental
Emotional

Career Clusters

Professional Cluster

Agronomist
Agricultural Chemist
Conservationist
Veterinarian
Agriculture Teacher

Management Cluster

Farm Machinery Repair
Shop Supervisor
Agricultural Salesperson
Manager of Fertilizer Plant

Technical Cluster

Seed Tester
Florist
Orchardist
Herd Supervisor
Surveyor

Skilled Cluster

Butcher
Agricultural Drafter
Timber Faller
Agricultural Welder

Semiskilled Cluster

Butcher's Helper
Landscape Gardener
Veterinarian's Aide
Agricultural Welder's Helper

Unskilled Cluster

Greenhouse Attendant
Feed Driver's Helper
Grain Sample Collector

HO-1

Personality Assessment

Be honest with yourself or have a classmate complete the rating for you. Remember - personality strengths can be used to your advantage and weaknesses can be improved.

Name of Student Being Rated: ______________________________

TRAIT	VERY GOOD	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
1. Posture					
2. Facial expression					
3. Health					
4. Grooming					
5. Dress					
6. Mannerisms					
7. Speech					
8. Bodily movements					
9. Intelligence					
10. Initiative					
11. Industry					
12. Dependablility					
13. Enthusiasm					
14. Sincere interest in others					
15. Honesty					
16. Courtesy					
17. Manners					
18. Respect for others					
19. Emotional control					
20. Self-confidence					
21. Integrity					
22. Loyalty					
23. Desire to work					
24. Acceptance of change					
25. Ability to decide					
26. Ability to accept criticism					
17. Tact					
28. Cheerfulness					
29. Alertness					
30. General Knowledge					

TOTAL SCORE ☐

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 2: Knowing Others

Objective: The student will be able to identify a basic hierarchy of needs which influence human actions and attitudes.

Study Questions:

1. Why do we strive to learn about others?
2. What most basic principle governs our actions?
3. What are the five levels of human needs (starting with the most basic), and what does each involve?
4. How does understanding human needs help us know others?

References:

1. Human Relations In Agribusiness, 1st ed., Hillison and Crunkilton, Chaopter 2.
2. Transparency Master
    a) TM-3: Maslow's Hierarchy of Needs

UNIT II - HUMAN RELATIONS IN AGRICULTURE

Lesson 2: Knowing Others

TEACHING PROCEDURES

A. Review previous lesson.

B. Motivation

Relate an example of understanding motivation; possibly from the animal kingdom. For example: A dog bites a child. The dog is labeled as dangerous and people prepare to destroy it. It is then discovered that the dog has a new litter of pups and that the child was trying to take one. Could we better understand the dog's actions now?

Compare this example to a work situation. For example, when a supervisor or fellow employee points out a weakness in your work habits, one may think that they are "out to get you." It is more likely that they are interested in your success on the job and are trying to help you do a better job. Before jumping to conclusions, try to examine and understand their motivations. (NOTE: Throughout this lesson, relate the concepts and information presented to an agribusiness setting. Provide "real life" examples.)

C. Assignment

D. Supervised Study

E. Discussion

1. Ask students to tell why it is advantageous to learn about others. Discuss the many reasons.

   Why do we strive to learn about others?

   1) As we learn about others we also learn about ourselves.
   2) To enable us to get along with other people as well as we possibly can.

2. Ask the students what they think most strongly motivates them.

   What most basic principle governs our actions?

   1) It is a basic part of human nature to seek pleasure and avoid pain. We act in the most pleasurable ways.

3. Ask the students to identify the five levels of human needs (Maslow's Hierarchy of Needs) and give real life examples of these needs; possibly from the world news happening. List these on the board. Ask the students which they would take care of first and why.

What are the five levels of human needs (starting with the most basic), and what does each involve?

1) Physical needs
   a) Food, water, shelter (protection from the elements), sleep, and relief from physical pain
2) Safety and security needs
   a) Safety from physical and emotional dangers
   b) Security most often involves relations with others or with a place.
3) Need to belong
   a) Need for love and approve
   b) People are "social animals".
   c) This needs revolves around the security that comes from being part of a group and being accepted by others.
4) Need for respect
   a) Need to feel important or useful
   b) A solely human characterisitc
   c) Involves the need to gain respect of others and the need for self-respect
5) Self-actualization
   a) The need to establish and fulfill personal goals
   b) Self-esteem
6) Human needs must be met in the above order
   a) Basic needs are fulfilled before giving attention to a higher level of need.
   b) We are in the process of fulfilling these needs all of the time.

4. Ask students to tell why they think understanding the needs of fellow students, friends, family, and coworkers will help to understand them as people. Assimilate their responses and write one concise reason on the board.

How does understanding human needs help us understand others?

1) Human needs dictate basically all of people's actions and reactions.
2) Understanding human needs will assist us in helping and getting along with others.

F. Other Activities

G. Competency

Identify a basic hierarchy of needs which influences human actions and attitudes.

H. Answers to Evaluation

1. T
2. T
3. F
4. T
5. T
6. F
7. T
8. F
9. T
10. T

11. Physical - food, shelter
    Safety and security - free from danger
    Belonging - social animals, acceptance
    Respect - from others increases self-respect
    Self-actualization - establishment and fulfillment of goals

    One must meet basic needs before dealing with higher needs, though we are always in the process of fulfilling all these needs.

12. These basic needs guide peoples' actions. If we can analyze peoples' actions with respect to these needs, we can better understand what motivates them to act as they do.

Lesson 2: Knowing Others

EVALUATION

The statements below are either true or false. Circle the letter "T" if the statement is true; circle "F" if the statement is false.

T F 1. As we learn about others we also learn about ourselves.

T F 2. Seeking pleasure and avoiding pain is a basic part of human nature.

T F 3. The overriding principle of all human endeavors is to make money.

T F 4. Human beings will not turn their attention to other things until physical needs have been satisfied.

T F 5. The need to belong involves the security of being part of a group.

T F 6. The need for respect is observed in all animals.

T F 7. Self-actualization if the need to establish and fulfill goals.

T F 8. Once a person fulfills a basic need he or she need never be concerned with that need again.

T F 9. Understanding should be a part of your relations with everyone.

T F 10. Respect from others increases self-respect.

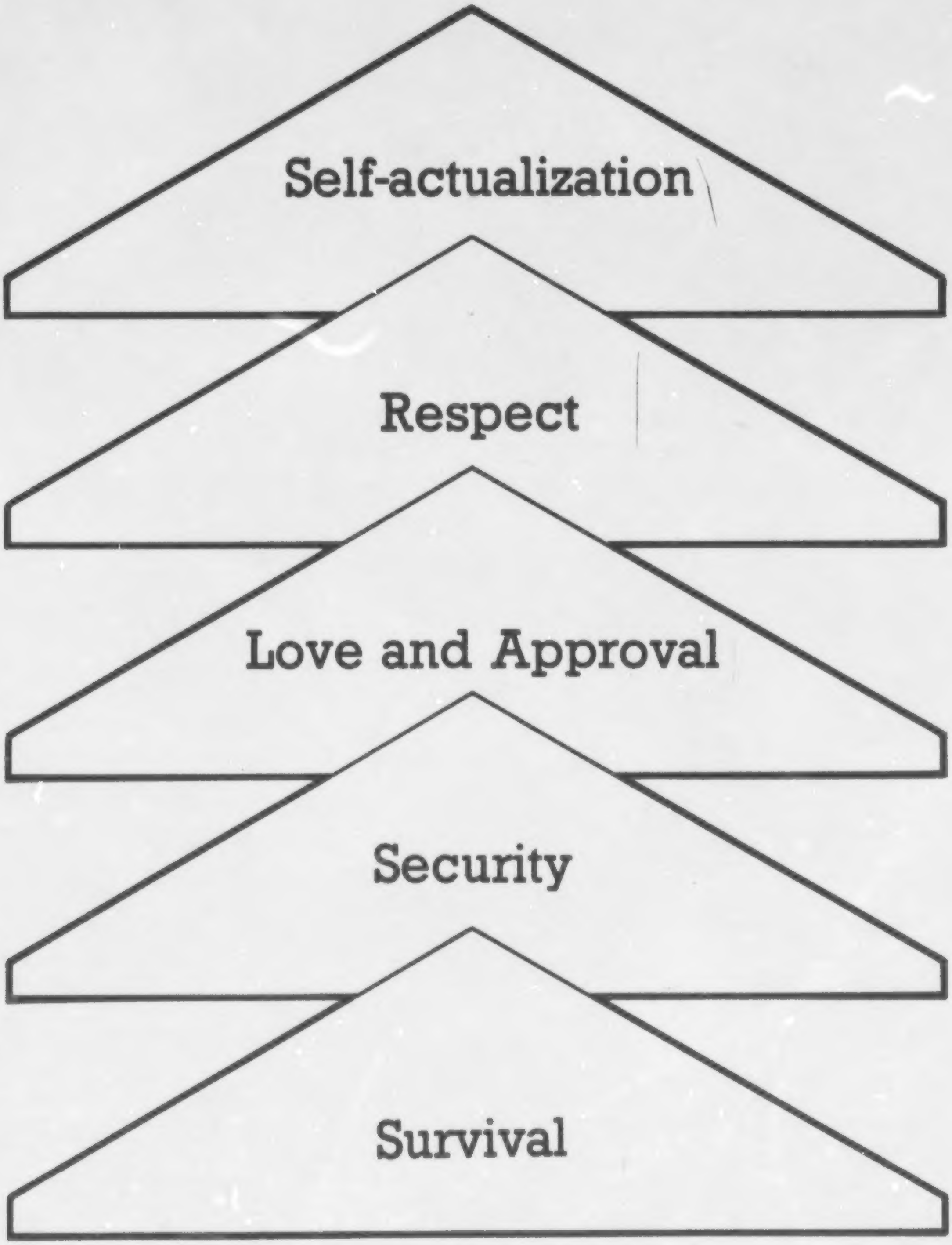
Provide short answers to the following.

11. Discuss the levels of human need, and explain how they build upon each other.

12. How does understanding basic human needs help us understand people we deal with?

TM-3

Maslow's Hierarchy of Needs



Self-actualization

Respect

Love and Approval

Security

Survival

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 3: Success and Failure on the Job

Objective: The student will be able to distinguish between the skills and traits contributing to agribusiness employee success and failure.

Study Questions:

1. How does job skill affect professional success?
2. What is the most common reason employees are denied promotions?
3. What traits must one demonstrate to gain positions of increased repsonsibility and authority?
4. What are the work ethics in regard to the agribusiness employee?
5. How do work ethics affect job performance and advancement?
6. What are several ethical aspects that could contribute to one's success in agribusiness?

References:

1. Human Relations in Agribusiness, 1st ed., Hillison and Crunkilton, Chapter 3.
2. Handout
    a) HO-2: Work Ethics In Agribusiness

UNIT II - HUMAN RELATIONS IN AGRICULTURE

Lesson 3: Success and Failure on the Job

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the students if they believe it would be to their advantage to work toward job promotions (more pay). Ask what they think helps get job promotions.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask students what kind of job skills might be required in certain agribusiness situations. Discuss what the term "skill" implies (skill implies a learned ability), and its ramifications. (Refer to Lesson 1.)

   How does job skill affect professional success?

   1) It is a factor considered in promotions.
   2) If you cannot perform the job properly or efficiently, you may be fired.

2. Have the students list employee personality traits that would favorably and unfavorably affect on-the-job success. List these on the board.

   What is the most common reason employees are denied promotions?

   1) Approximately 80% of the people who do not receive promotions were denied them because they could not get along with others.
   2) Employees don't get along with customers, coworkers, or superiors.
   3) If these problems are bad enough, the employee may be fired.

3. Ask the students to list personality traits they like in a supervisor or "boss", and what traits they think are necessary to get the top positions. List these on the board.

   What traits must one demonstrate to gain positions of responsiblity and authority?

   1) Ability to get along with others.
   2) Ability to do the job well.
   3) Demonstrate initiative.

4) **Reliability**
5) **Honesty/integrity**

4. **Ask students to formulate a definition of work ethics and discuss the importance of work ethics as a young agribusiness employee.**

   What are work ethics in regard to the agribusiness employee?

   1) **The basic philosophic principles which determine an employee's attitudes and directs his or her actions.**

5. **Discuss with students how adoption of positive work ethics will affect job performance and subsequent rewards.**

   How do work ethics affect job performance and advancement?

   1) **The quality of work the agribusiness employee does is a direct result of the ethical philosophy of that person.**
   2) **Every person operates within the framework of his or her beliefs and prejudices.**
   3) **One should develop an ethical philosophy that will contribute to his or her success in the agribusiness.**

6. **Have the students relate and discuss aspects they believe should be components of an agribusiness employee's work ethic. List these on the board.**

   What are several ethical aspects that could contribute to one's success in agribusiness?

   1) Contrived quest for knowledge, skill, understanding, and appreciation
   2) Willingness to apply new ideas
   3) Respect for the personality of fellow workers
   4) Recognize the right of others to have differing beliefs and actions
   5) Recognition that teamwork is essential
   6) Efforts made to understand divergent points of view
   7) Cultivate a sense of company loyalty
   8) Assume and carry out responsibility
   9) Have no part of envy, strife, backstabbing, and jealousy
   10) Maintain confidences
   11) Respect authority and order
   12) Set an example by work
   13) Work hard for a wage or salary
   14) Respect opinions of others
   15) Self-disciplined and dedicated

F. Other Activities

Ask local agribusiness people to speak to the class on what they look for in employees, and what new employees should do to gain favorable notice from superiors.

G. Competency

Distinguish between the skills and traits contributing to agribusiness employee success and failure.

H. Answers to Evaluation

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. F
9. T
10. T
11. F
12. T
13. F
14. T
15. T

The following is a suggested answer. Additional acceptable criteria to be determined by instructor.

16. Both skills and positive personal characteristics are necessary for professional success. Both job skills and favorable personal characteristics can be learned. Personality may play the greater role in professional advancement, since, regardless of one's skill level, the failure to get along with others will usually realize little on-the-job success.

17. Examples: 1) Quest for knowledge, 2) Respect of fellow workers, 3) Recognizing the right to hold different beliefs, 4) Loyalty, 5) Assume responsibility, 6) No jealousy, 7) Respect authority, 8) Work hard for pay

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 3: Success and Failure on the Job

EVALUATION

The following statements are either true or false. Circle "T" if the statement is true; circle "F" if the statement is false.

T F 1. Job skills implies your willingness to do a job.

T F 2. Occupational success will depend largely upon your personality.

T F 3. It is equally important to have a good on-the-job personality as it is to have job skills.

T F 4. Most people don't get promoted because they can't perform the work.

T F 5. Employees need only to get along with supervisors or superiors.

T F 6. Positions of authority and responsibility are given to those who get along well with others and do the job well.

T F 7. As your job skill and ability to get along improve so do your chances of promotion.

T F 8. Work ethics have no bearing on how well you do a job.

T F 9. Ethics are a personal philsophy that directs one's approach to life and work.

T F 10. Maintaining high professional ethics will usually be rewarded by increased responsibility and promotion.

T F 11. Loyalty to the company and fellow employees is not important as long as you do a good enough job.

T F 12. The right to hold a job and receive fair wages is accompanied by the obligation to earn those rights.

T F 13. The competent worker strives to be more fair to his superiors than those over whom he or she exercises control.

T F 14. One should respect the right to have and try to understand opinions that differ from his or her own.

T F 15. It is wise to maintain a philosophy that is conducive to building a successful career.

Provide short answers for the following.

16. Discuss the interelations of skill and personality as they relate to professional success and advancement.

17. List factors you consider to be important components of your work ethic philosophy.

WORK ETHICS IN AGRIBUSINESS

Code of Ethics[1]

The competent employee has a code of ethics or some basic philosophic principles which determine his attitude and direct his actions. The quality of work done is a direct result of the philosophy of the individual the relationship with the management of the firm and with the other employees is determined at least partially by the convictions of the worker. Each person operates within the framework of his beliefs and prejudices.

It would be worthwhile for the worker to examine his basic attitudes and to make revisions in them if there is sufficient reason for doing so. Since one's behavior is closely associated with this, it seems wise that one make a conscious effort to build and maintain a philosophy that would be conducive to building a successful career.

The competent employee is a student of the field in which he is employed, and more particularly of his specialty. He is continually adding to his knowledge, skills, understanding, and appreciation of this observation. Related information is not slighted. Conferences and improvement discussion sessions are welcomed. There is maintained a willingness to apply new and improved practices in the performance of duties. More effective procedures are welcomed and used when feasible.

The capable worker has respect for the personality of others within the business. There is a recognition of the rights of others to have differing beliefs and actions. Recognition is given to the fact that employees should be working as a unified whole since teamwork is highly desirable. Effort should be made to understand the points of view of others with whom one does not agree. A sense of loyalty to one's associates is important. Their rights should be recognized and appreciated. The responsibilities of the individual should be assumed and carried out.

The efficient employee is loyal to his firm and its members. He supports the efforts of the business. He works responsibly with those with whom he is associated. He supports the decisions of the organization. He has no part with envy, strife, backbiting, and jealousy. Confidences entrusted to him are zealously safeguarded and he refrains from gossip, both the telling and listening to it.

The competent worker recognizes the need for an orderly system of operations within the business. He respects lines of authority and follows them. He strives to be fair to both his superiors and those over whom he exercises control. He sets an example for others by his exemplary behavior.

The effective worker recognizes and accepts the obligations which accompany every right and privilege he enjoys. There is a recognition that the right to hold a job and to receive good wages carries a corresponding responsibility to earn these rights. The right to enjoy the privileges of an adult member of society are accompanied by the obligation to act in ways acceptable to citizens of the community. The right to freedom of opinion places upon the individual the obligation to respect the obligation of others. The right to continued development and growth through education is predicated upon the duty of one to put forth effort to become better educated. The right to the fruits of society and its achievements carries a responsibility to be productive so that there will be even more abundant goods available for the use of all.

Almost all businesses have high standards for their managerial personnel. To reach the top levels within the firm an individual must "measure up" to the ideals set for persons who occupy such positions. The young employee will find it to his advantage to incorporate these behavior patterns into his life early in his career. Since this is what management is seeking, it seems logical that one should show his attitudes and actions that he has those qualities.

Self-discipline and dedication are involved along with some personal sacrifice, but the results are rewarding and much satisfaction comes to the person who knows that he has done his duties well and that his efforts have been appreciated. Returns usually come in two forms. There are the promotions with accompanying responsibilities and higher income. Then there is the internal feeling of well being which comes from the realization that one has had a part in contributing to the welfare of the company and that his efforts have been useful.

One may get a better insight into difficulties that arise in his daily tasks if these are accepted as opportunities to exhibit one's skill, ability, and ingenuity. In most jobs if it were not for the problems involved there would be little need for the worker being retained on the payroll. The task of the employee is to comprehend the problem, to visualize one's capabilities to handle the difficulty, and then solve the job through appropriate action. This is what makes the individual valuable to the firm.

From Essential Aspects of Career Planning and Development, 2nd ed., by J.C. Atherton and Anthony Mumphrey. Danville, IL: The Interstate Printers & Publishers, Inc., 1977. Used by permission.

Lesson 4: How To Deal With Others

Objective: The student will be able to contrast how a worker deals with "superiors," "peers," and "subordinates" on the job.

Study Questions:

1. Who are coworkers, and what do they generally expect from each other?
2. What are some specific aspects of business systems that employees are usually expected to abide by?
3. Who will be your "superiors", and what qualities will they expect of their employees?
4. Who are "subordinates"? What rules should be followed when dealing with them?
5. What is morale? How can it be observed in the business setting, and how does it affect the business?

References:

1. Human Relations In Agribusiness, 1st ed., Hillison and Crunkilton, Chapter 7.

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 4: How To Deal With Others

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Present hypothetical human relations situations. Ask the students how they would react and what the result of those reactions would be.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students what classifications of coworkers they have been involved with. Discuss how they deal with these coworkers.

   Who are coworkers, and what do they generally expect from each other?

   1) Coworkers are all the people with whom you work; including supervisors, peers, and subordinates.
   2) We all expect coworkers to do their job well, keep complaints to a minimum, act friendly, and be considerate.

2. Have the students explain specific requirements of business systems they have worked in. Put these into general categories.

   What are some specific aspects of business systems that employees are usually expected to abide by?

   1) Seniority systems - based on length of service as an indication of knowledge and proficiency needed for advancement
   2) Union membership - may or may not be a unionized business; unions have many functions; membership may be optional or mandatory
   3) Informal vs. formal organization - proper channels are followed in formal organizations; the grapevine is part of informal organizations and proper channels may be bypassed.
   4) Dress codes - may be a formal code, or uniforms; or certain type clothes may have proven more satisfactory than others
   5) Breaks - breaktimes are usually specific, refreshing rests enable employees to do the best job possible

3. List the types of superiors on the board. Discuss functions and attitudes of superiors and what they will expect of subordinates.

   Who will be your "superiors", and what qualities will they expect from their employees?

1) Superiors include both your supervisors and your employer.
2) Both expect a day's work for a day's pay
    a) Arrive and leave on time
    b) Treat customers well
    c) Be productive
    d) Be dependable
    e) Be loyal

4. Have students describe subordinate work situations; write a definition on the board. Write rules for dealing with subordinates on the board.

Who are "subordinates"? What rules should be followed when dealing with them?

1) Subordinates are fellow employees who work under your supervision
2) Remember the Golden Rule
    a) Courtesy and respect
    b) Leadership
    c) Ask rather than tell
    d) Be tactful
3) Do not publicly reprimand subordinates

5. Discuss morale and write a definition on the board.

What is morale? How can it be observed in the business setting, and how does it affect the business?

1) Morale is spirit or enthusiasm displayed by those involved.
2) High morale observed as favorable employee comments, dependability, and general high level of productivity
3) Morale directly effects the business; high morale results in high productivity, low morale in the opposite.

F. Other Activities

Have the students assume the various agribusiness roles previously discussed and act out situations.

G. Competency

Contrast how a worker deals with "superiors," "peers," and "subordinates" on the job.

H. Answers to Evaluation

1. F
2. T
3. F
4. T
5. F
6. F

The following are suggested answers. Additional acceptable criteria to be determined by instructor.

7. Morale directly influences employee productivity. The employee who is enthusiastic and happy with his or her situation will want to do a better job.

8. E
9. C
10. B
11. A

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 4: How To Deal With Others

EVALUATION

The following statements are either true or false. Circle "T" if the statement is true; circle "F" if the statement is false.

T F 1. Subordinates are not considered coworkers.

T F 2. Seniority generally indicates knowledge and proficiency.

T F 3. You will usually not have to abide by the system that operates in your place of work.

T F 4. Superiors include both your employer and supervisors.

T F 5. It is perfectly acceptable to publicly reprimand subordinates.

T F 6. Morale of employees does not affect their productivity.

Provide short answers for the following.

7. Discuss the importance of morale in regard to employee productivity.

Match terms with the best definition.

_____ 8. Coworkers A. Includes both supervisor and employer

_____ 9. Seniority B. Spirit or enthusiasm

_____ 10. Morale C. Indicates knowledge and proficiency

_____ 11. Superiors D. Informal means of communication

E. All the people you work with

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 5: Accepting Criticism

Objective: The student will be able to relate how constructive criticism can be used to the advantage of an agribusiness worker.

Study Questions:

1. **What is constructive criticism?**
2. **Why can you expect to be criticized while on the job?**
3. **How should you react to criticism?**
4. **How can criticism of your work performance be used to your professional advantage?**

References:

1. Handout
    a) HO-3: Criticism - Friend or Foe?

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 5: Accepting Criticism

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Present a ficticious situation to the students in which a person maliciously criticizes another and then the same criticisms offered in a constructive, tactful manner. Ask the students how they would react in each situation if they were the one being circticized.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to formulate a definition for constructive criticism. Write this definition on the board. Discuss the distinction between constructive and malicious criticism.

   What is constructive criticism?

   1) Criticism offered in the spirit of well-intentioned helpfulness.

2. Discuss with students the role of constructive criticism in agribusiness. Have the students provide examples.

   Why can you expect to be criticized while on the job?

   1) No one is perfect; mistakes do happen.
   2) It is the supervisor's responsibility to point out mistakes, that is to offer criticism.

3. Ask students to discuss how they think an agribusiness employee should react to constructive criticism. Provide examples. Outline key points on the board.

   How should you act to criticism?

   1) Listen attentively.
   2) Don't make excuses.
   3) Don't get offended.
   4) Don't get beligerant.
   5) Make a plan to correct the situation.

4. Ask students how criticism can be constructive. Discuss advantageous utilization of constructive criticism.

How can criticism of your work performance be used to your professional advantage?

1) Constructive criticism points out skills that need further development.
2) Further development of skills will make you a more competent, productive, and valuable employee.

F. Other Activities

G. Competency

Relate how contstructive criticism can be used to the advantage of an agribusiness worker.

H. Answers to Evaluation

1. F
2. T
3. T
4. T
5. F
6. F
7. F

The following are suggested answers. Additional acceptable criteria to be determined by instructor.

8. Constructive criticism is tactfully given and is designed to be helpful to the recipient. On the other hand, non-constructive criticism is malicious and intended to cause anguish.

9. Example: A coworker tells you that you need to learn more about the crop seeds you are selling. Learning more about uses, expected yields, and maturity dates would allow you to provide better help to customers and make more sales.

Lesson 5: Accepting Criticism

EVALUATION

The statements below are either true or false. Circle the letter "T" if the statement is true; circle "F" if the statement is false.

T F 1. Our friends would never criticize us.

T F 2. Not all criticism is constructive.

T F 3. Constructive criticism is given in a tactful manner and intended to be helpful.

T F 4. One responsibility of supervisors is to constructively criticize agribusiness employees.

T F 5. We can rarely benefit from criticism.

T F 6. Providing an excuse or acting offended will prevent superiors from criticizing your work.

T F 7. Once your work is criticized you should formulate a plan to cover up your mistakes.

Provide short answers for the following.

8. Contrast constructive criticism from criticism not meant to be constructive.

9. Relate a hypothetical example of how criticism could be used to make an agribusiness employee a better worker.

CRITICISM - FRIEND OR FOE?

We have all been the object of criticism at one time or another. Teachers, family members, friends, and associates are interested in our well being, our ability to do a job correctly or just our ability to get along with others. Usually criticism of a person's abilities or actions is given in a manner known as constructive criticism. That is, it is not meant to hurt the recipient but rather to help him or her construct a better approach to a situation or way of doing a job. It is important that we recognize constructive criticism for what it is intended for, and not to take offense when we are constructively criticized.

Mistakes on the job happen because none of us are perfect. It is a supervisor's responsibility to point out any mistakes an employee makes. To allow mistakes to go uncorrected would invite the same mistakes to occur time and time again. When criticism is given to you as an agribusiness employee by a superior or peer it will usually be offered in a constructive spirit, that is, to make you a more productive, competent, and valued employee. Constructive criticism is well-intentioned and should be received in the same spirit in which it is given.

In fact, many agribusinesses periodically review the performance of their employees. The object of which is to point out the employee's weak and strong points. Of course, this is a form of constructive criticism. From critical examination of your on-the-job performance you can capitalize on your strengths and work on correcting your weaknesses.

When receiving criticism these points are important to remember:

1. We will all be subject to on-the-job criticism at one time or another.
2. Most criticism is given in the spirit of helpfulness; accept criticism with that in mind.
3. An agribusiness employee can benefit from constructive criticism. Listen, don't make excuses, get offended, or become beligerent.
4. When criticized make a plan for correcting the situation or learning the necessary skill.
5. Criticism is a constructive and useful tool when used and accepted in the proper manner.
6. Giving and receiving constructive criticism is a positive human relations skill.

Credits:

Work: Pathway to Independence, Gooch/Carrier/Huck, American Technical Society, Chicago, IL 60637

UNIT II - HUMAN RELATIONS IN AGRIBUSINESS

Lesson 6: Steps In Problem Solving

Objective: The student will be able to outline the steps involved in systematic problem solving.

Study Questions:

1. Why is it important for the agribusiness employee to be able to effectively solve problems?
2. How do on-the-job problems present an opportunity to the young agribusiness employee?
3. What are the steps involved in systematic problem solving?

References:

1. Handout
    a) HO-4: Problem Solving In Agribusiness

Lesson 6: Steps In Problem Solving

TEACHING PROCEDURES

A. Review of previous lesson.

B. Motivation

Relate a story about a young agribusiness employee who was continually confronted with problems but who had little success at solving them. Ask the students how they would feel if this person was their employee.

C. Assignment

D. Supervised Study

E. Discussion

1. Discuss the importance of an employee being able to solve on-the-job problems.

   Why is it important for the agribusiness employee to be able to effectively solve problems?

   1) Problems occur on a regular basis.
   2) It is the employee's responsibility to solve these problems.

2. Ask students to express and discuss their ideas about how they should feel about dealing with job problems. Should they avoid dealing with them?

   How do on-the-job problems present an opportunity to the young agribusiness employee?

   1) By solving problems you can demonstrate
      a) Initiative
      b) Ability
      c) Skills
      d) Ingenuity
   2) Positions of responsibility and authority are awarded to those who show problem-solving ability.

3. Have the students outline and discuss the steps to scientific problem solving. List these steps on the board. Compare the merits of these steps to the trial and error method.

   What are the steps involved in systematic problem solving?

   1) Discovery of the problem
   2) Statement of the problem
   3) Analysis of the situation and contributing factors

4) Find pertinent information and determine possible actions to correct this situation
5) Assimilate information and arrive at final solution
6) Take action to solve the problem

F. Other Activities

G. Competency

Outline the steps involved in systematic problem solving.

H. Answers to Evaluation

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. T
9. T
10. T

The following are suggested answers. Additional acceptable criteria to be determined by instructor.

11. Step 1: Discovery - the problem must be detected
    Step 2: Statement - define the problem
    Step 3: Analysis - determine contributing factors
    Step 4: Information - collect information and examine alternative actions
    Step 5: Assimilation - arrive at a final solution (an action to solve the problem)
    Step 6: Action - act on your conclusion

12. Problems always occur on the job; those that can deal with problems are usually successful employees. Often those that demonstrate the ability to solve problems are those that get promoted to positions of increased responsibility and salary.

Lesson 6: Steps In Problem Solving

EVALUATION

The statements below are either true or false. Circle the letter "T" if the statement is true; circle the letter "F" if the statement is false.

T F 1. Problem solving is a crucial aspect of job performance.

T F 2. Employees will continually have to deal with and solve on-the-job problem situations.

T F 3. Trial and error problem solving methods normally provide a quick solution to a problem.

T F 4. Positions of responsibility and authority are most generally awarded to those lacking problem solving abilities.

T F 5. It is best to just shy away from on-the-job problems.

T F 6. Thinking and problem solving go hand in hand.

T F 7. Realization that a problem situation exists is the first step toward solving a problem.

T F 8. Employers will expect their employees to solve problems quickly and effectively.

T F 9. To solve a problem effectively you should be able to consider a number of alternative solutions.

T F 10. The ultimate test of a solution to a problem is to put it into action.

Provide short answers for the following.

11. Outline and explain the steps of the scientific problem solving method.

12. Why is developing the skill to solve problems so important to the agribusiness employee.

PROBLEM SOLVING IN AGRIBUSINESS

In the vast majority of agribusiness jobs, problems will arise. In fact, if it were not for the problems involved there would probably be little or no need for the company to hire and pay you to work.

It is the task of the agribusiness employee to deal with the problems that occur. You will have to comprehend the problem, assess your capability to deal with the difficulty, and solve the problem through appropriate action. It is the employee's ability to do this that makes him or her truly valuable to the agribusiness, an asset to the company.

You will also find that those in positions of responsibility and authority are those who have acquired and demonstrated the ability to deal with and resolve problems in an efficient effective manner. As such, one should view the occurance of on the job problems as an opportunity to exhibit your skills, ability, ingenuity, and initiative.

Problem solving is not a passive process, that is you can't just sit back and expect problem situations to resolve themselves, because they won't. Rather problem solving is an active process that involves thinking and making decisions in an effort to overcome difficulty.

Of course, there is more than one way to solving problems. For example, the trial and error method is often used to solve problems. The philosophy of this problem solving approach is to try and try again until the solution is reached. This approach works but can be time consuming. In the agribusiness setting, your employer will expect solutions to be reached as quickly as possible. The scientific approach to problem solving has proven to be an effective and efficient means by which problems can be solved.

The following outlines the steps involved in the process of scientific problem solving:

1. Discovery of the problematic situation.
2. Statement of the problem which when solved will relieve the difficult situation (definition of the problem).
3. Analysis of the situation; ascertain factors to consider.
4. Find pertinent information or determine possible actions that when implemented might solve the problem (form hypothesis).
5. Assimilate (bring together) information and alternative actions and arrive at a final conclusion (viable solution).
6. Carry out conclusion (take action) to remove the difficulty.

Individuals involved in agribusiness occupations are regularly confronted with real life situations that require a solution to be made.

Assuming a rational systematic approach to problem solving will make you a better decision maker and problem solver.

Credits:

Personality Development for Work, Russon/Wallace, 1981, South-Western Publishing Co., Cincinnati, OH.

Working Relationships, Williams, 1983, Center for Occupational Curriculum Development, University of Texas at Austin.

AGRICULTURAL BUSINESS

Unit III - Verbal Communication

LESSONS:

1. How to Present an Idea
2. Effective Listening and Answering Skills
3. Business Communications Systems
4. Communication Through Action

OBJECTIVES:

1. Given a written evaluation, the student will relate steps for effective idea presentation and communication with 75% accuracy.*
2. Given a written evaluation, the student will analyze components of the skills of listening and answering questions with 75% accuracy.
3. Given a telephone and a role playing situation, the student will demonstrate acceptable procedures for answering business telephones and taking telephone messages in an agribusiness setting as evidenced by 75% mastery of the performance checklist.
4. Given a written evaluation, the student will explain the role and ramifications of nonverbal communications with regard to verbal communication with 75% accuracy.

* NOTE: Percent accuracy to be set by instructor to reflect passing grade within their school system.

COMPETENCIES TO BE DEVELOPED:

1. Relate steps for effective idea presentation and communication.
2. Analyze components of the skills of listening and answering questions.
3. Demonstrate acceptable procedures for answering business telephones and taking telephone messages in an agribusiness setting.
4. Explain the role and ramifications of nonverbal communications with regard to verbal communications.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Ask students to estimate how many times a day they engage in some form of verbal communication.

2. Have students with agribusiness jobs tell of their experiences or duties in regard to verbal communications.

GETTING READY FOR THIS UNIT:

A. References and Materials

   1. Hillison, John and John Crunkilton. Human Relations in Agribusiness, 1st ed., New York: McGraw-Hill, 1980.

   2. Handouts and transparencies for this unit are available from the Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri, Columbia, MO 65211.

B. Throughout the course of these lessons focus on "real" situations, ones that the agribusiness employee might encounter. Emphasize solving agribusiness problems with professional attitudes and actions.

EVALUATION

1. Give short objective tests following each lesson or at the end of the unit.

2. Look for evidence that students have incorporated concepts presented and are utilizing them in the classroom environment.

3. Observe utilization of presented concepts by the students in their present supervised occupational experience programs.

4. Instructors are urged to adapt product or performance checklists to classroom situations. The number of points for mastery should be determined to reflect a passing grade, and items which must be completed satisfactorily should be indicated. The student should be allowed to review the checklist before attempting mastery.

UNIT III - VERBAL COMMUNICATIONS

Lesson 1: How To Present An Idea

Objective: The student will be able to relate the steps for effective idea presentation and communication.

Study Questions:

1. What is meant by employee creativity and why is it a desirable characteristic?
2. What are reasons employees fail to "sell" their ideas?
3. What are six guidelines for successful idea presentation?
4. Why is it important not to force an idea on coworkers?
5. Why is timing important in regard to presentation of new ideas?

References:

1. Handout
    a) HO-1: Putting Across Ideas

UNIT III - VERBAL COMMUNICATIONS

Lesson 1: How To Present An Idea

TEACHING PROCEDURES

A. Introduction of the unit. Discuss the importance of verbal communication skills in agribusiness.

B. Motivation

Present an idea to the class but purposely do an inadequate job so that they really don't know what you are implying. Ask them to tell what your idea was, then do a good job of presenting the idea.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to define employee creativity. Write this definition on the board, then discuss why this is desirable.

   What is meant by employee creativity and why is it a desirable characteristic?

   1) Creativity is the formulation and implementation of ideas.
   2) New ideas are essential for improving a business.

2. Discuss with the class why new ideas are sometimes not well accepted. List these on the board.

   What are reasons employees often fail to "sell" their ideas?

   1) Presented to the wrong person
   2) Radical changes often not easily accepted
   3) Poorly presented
   4) May have contained minor flaws
   5) May have truly been a bad idea

3. Have students discuss guidelines for successful idea presentation. List these on the board.

   What are six guidelines for successful idea presentation?

   1) Present the idea in simple terms - don't use "big" words.
   2) Plan the idea and your approach to presentation.
   3) Be enthusiastic.
   4) Be patient and persistent (don't give up too soon).
   5) Present the idea at a good time.
   6) Be prepared for objections - anticipate quesitons.

4. Discuss with the students the concept of letting people sell themselves on an idea.

   Why is it important not to force an idea on coworkers?

   1) At initial presentation do not force a final conclusion.
      a) Pushing for immediate approval may elicit a negative response.
   2) Most people have to convince themselves and this can take time.
   3) Allow listeners the time to think your idea through.

5. Discuss timing with the students and have them formulate an opinion on the importance of the time of presentation. List key points.

   Why is timing important in regard to presentation of new ideas?

   1) Timing can make all the difference.
   2) Timing can affect the frame of mind of the audience.
   3) Timing is most important - ideas at the right time.
   4) Timing is learned through observation and experience.

F. Competency

Relate steps for effective idea presentation and communication.

G. Answers to Evaluation:

1. F
2. T
3. F
4. T
5. T
6. T
7. F
8. F
9. T
10. T

UNIT III - VERBAL COMMUNICATIONS

Lesson 1: How To Present An Idea

EVALUATION

The statements below are either true or false. Circle the letter "T" if the statement is true; circle the letter "F" if the statement is false.

T F 1. Creativity involves only coming up with ideas.

T F 2. Many good ideas are not accepted because of poor communication.

T F 3. Using big, impressive words generally increases listener understanding.

T F 4. What a speaker thinks was said and what the listener believes was said can be two different things.

T F 5. One should first present an overview of the idea and then elaborate to enhance listener comprehension.

T F 6. It is a good idea to plan your presentation.

T F 7. Never give up on an idea, whether it is good or bad.

T F 8. When listeners object to an idea it is generally a sign of a bad idea.

T F 9. New ideas are essential to improving a business.

T F 10. People do not immediately accept new ideas.

PUTTING ACROSS IDEAS

One of the qualities of the successful employee is creativity. This involves the formulation of ideas and then putting them into practice. The latter is frequently the harder task. Many persons have ideas - some good and others of lesser value. But they run into difficulty when it comes to translating them into activity.

There are many reasons why the employee fails to sell his idea. It may have been presented to the wrong person. Being new and possibly calling for radical change may have brought the rejection. It may have been a worthwhile suggestion but poorly presented. Therefore, the idea may have failed to receive due consideration. The idea may have been poorly perfected. It may contain minor flaws which attracted the attention of those to whom it was presented. The basic thought may need some revisions so that it is much more logical.

The fact that an idea was rejected does not imply necessarily that it was either good or bad. It should be recognized that some persons will oppose anything other than the ordinary or common practice. Should the individual have a new plan, method, or policy turned down, it would be well for him to examine the concept and the procedures used in setting forth the idea. Either or both may need some revision so that the presentation is more acceptable to others.

There are several guidelines which may prove useful to the person attempting to sell a new idea.

Present the Idea in Simple Terms

The listener feels at home with familiar words. He may feel ill at ease in the presence of unfamiliar ones. By keeping the language simple, one is in a much better position to present material clearly to others. A large vocabulary of high-powered words may impress others of one's knowledge of words, but it will seldom facilitate comprehension. There is a great likelihood that it will put the audience ill at ease and thereby elicit adverse reactions to the proposal being set forth.

Will Rogers is reported to have said, "I love words but I don't like strange ones. You don't understand them, and they don't understand you. Old words are like old friends - you know 'em the minute you see 'em." This noted humorist expressed the views of many persons.

The speaker should be aware that the words he uses may impart an entirely different meaning to the hearer than the one intended. The English language is in a continuous state of change. Expressions have a variety of connotations. People with different backgrounds and experiences may place a variety of interpretations on what was said. Simple, short, well-chosen words will tend to reduce the chances of being misinterpreted.

Plan the Idea and the Approach Well

A haphazard presentation will doom many good ideas to the waste basket. To reduce the chances of this happening one should think through the project to its logical conclusion. Only then is it appropriate to attempt to sell the views to others. If the presentation is vague and piecemeal, it will seldom be very convincing.

One approach that has been used successfully is to reduce the idea to writing. Then it is much easier to discover gaps in the plan and inconsistencies of various sorts. First, present the overall plan in condensed form. This gives the audience a capsule version of what is being projected. Then follow-up this with an expanded version in which the details are given. In other words, present first a "skeleton" description of the project in which only the essentials are included. Then present the "entire animal" - skeleton, flesh, blood, horns, and hide.

This will give the audience a bird's eye view as well as a detailed projection of the proposal. It will have the effect also of convincing them that this is no overnight hairbrained idea.

Be Enthusiastic About the Idea and Show It in the Presentation

There is an old proverb which may have an implication here - "faint heart never wins fair lady."

The normal reaction of the audience is that if the proposer does not believe in what he is trying to sell why should they be sold on it. Enthusiasm is contagious. It adds life to the presentation and attracts attention of others as it causes the listener to take notice and give more consideration to the proposal.

A forthright presentation commands respect, whereas a dull dry approach tends to lull the audience to sleep and to make them restless.

Patience and Persistence Pay Dividends

There is a tendency on the part of many persons to give up too soon. One rebuff or an early disappointment may cause them to throw up their hands in despair and to shelve the idea. This causes some individuals to give up when success may be just around the corner.

There may be numerous reasons why the proposal received an unfavorable reaction. If some of these were changed the reception may have been much more acceptable. A review of the situation may give the proposer insight into a better approach to use. This could include many things such as a reorganization of the proposal, the use of visuals in the presentation, and a different method entirely outlining the material to the audience.

It could be, however, that the idea is faulty or not worthwhile. The proposer should give consideration to this. There should be no hesitation to dispose of a view that is not acceptable, although one should be reasonably certain that it does not have merit.

Seek an Appropriate Time to Present a New Idea

Timing can make lots of difference in whether an idea is given an adequate hearing. This, in turn, may affect the prospects of receiving acceptance of the proposal.

The frame of mind of the audience at the time the idea is set forth determines to a large extent their initial reaction to it. Should they be rushed to meet a deadline, tired physically or mentally, harassed by some problem, or otherwise mentally preoccupied, it is highly unlikely that the proposal will receive a fair hearing or that there will be enthusiastic acceptance of it.

Be Prepared for Objections

One should anticipate areas of the proposal which will elicit questions and negative responses from the audience. The pros and cons of the idea should be considered carefully. Every negative view that can be foreseen should be examined, and plans prepared for handling it should be brought up.

Prior preparations should favor the presenter so that in his discourse he will eliminate many objections by the approach made. It is possible that there will still be some objections which were not foreseen. These should be handled calmly with no argumentative attitude being expressed by the one projecting the plans. It is possible that an argument may be won, and the proposal lost as an end result.

Let the People Sell Themselves on the Idea

There is a strong temptation to force a point to a final conclusion when one is convinced about an idea. Most people have to convince themselves. This is often a relatively slow process as what seems clear to the speaker may not be so obvious to the hearer.

Questions and answers are a normal part of discussion and are to be expected. This helps the listener make up his mind. People do not usually accept new ideas immediately. This takes time. Pressuring individuals for an immediate approval may bring forth a negative attitude.

New ideas are essential to improving a business. Equally as important is the application of old ideas in new ways. A fresh approach is needed occasionally to the problems that are encountered in the conduct of daily operations. The creative energies of the employee should be channeled into finding more effective ways to serve the organization of which he is a part.

In presenting new ideas and in dealing with others, timing is most important. An eminent university administrator indicated that success depends partially upon the art of making a contribution at the right time. He stated that this trait of timing is not learned form textbooks but from the process of trial and error, observation, experience, and conscious effort.

The problem is one of avoiding the pitfall of saying the right thing at the wrong time or the wrong thing at the right time.

From Essential Aspects of Career Planning and Development. 2nd ed., by J.C. Atherton and Anthony Mumphrey. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1977. Used by permission.

UNIT III - VERBAL COMMUNICATIONS

Lesson 2: Effective Listening and Answering Skills

Objective: The student will be able to analyze components of the skills of listening and answering questions.

Study Questions:

1. **What is the objective of listening?**
2. **What are the elements of effective listening?**
3. **What are the steps involved in effective question answering?**

References:

1. Human Relations in Agribusiness, Hillison and Crunkilton, McGraw-Hill, 1980, Chapter 9, pp. 93-96.
2. Handouts
    a) HO-2: Listening and Answering

UNIT III - VERBAL COMMUNICATIONS

Lesson 2: Effective Listening and Answering Skills

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Play the old game of verbally (whisper) passing a statement from one class member to another until passed to all the students. Ask the last student to recite the message cut loud and compare it to the original. Invariably they will differ. Then point out that listening is a skill and all too often we "hear" but do not "listen".

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to discuss why employees fail and the consequences of not understanding the boss's orders.

   What is the objective of listening?

   1) The objective to listening is to gain insight into what is desired of you the employee.
   2) Most fail because they are poor listeners and do not comprehend (understand) what is expected of them.
   3) Seldom do they fail because of a lack of knowledge or ability.

2. Have the student describe the key elements to good listening. Add any others they might think of. List them all on the board.

   What are the elements of effective listening?

   1) Concentration - avoid distraction, center on the content of the presentation.
   2) Discipline yourself to concentrate - concentrated effort is necessary, the more distraction the greater the needed effort
   3) Be observant - gestures, facial expressions and voice inflections punctuate verbal communication
   4) Demonstrate an interested and attentive attitude - a lack of interest is easily detected

3. Ask the students if they have ever asked a question and the answer did not deal with the question. Have them propose why this might occur. Then have them list the elements of good answering skills. Write these on the board.

   What are the steps involved in effective answering skills?

1) Listening to the question is the first step to fully comprehending the question.
2) Take time to think your answer through - choose your words wisely.
3) Make your answer concise; elaborate when asked.

F. Other Activities

G. Competency

Analyze components of the skills of listening and answering questions.

H. Answers to Evaluation

1. D
2. C
3. B
4. A
5. C
6. B
7. D
8. B

UNIT VI - VERBAL COMMUNICATIONS

Lesson 2: Effective Listening and Answering Skills

EVALUATION

For each question circle the letter in front of the best answer.

1. Workers most often fail because:

   A. They don't have the needed job skills.
   B. They lack knowledge.
   C. They are late.
   D. They are ineffective listeners.

2. The objective of listening is:

   A. To look attentive.
   B. To gain enough understanding to get by.
   C. To gain insight into what your superior desires.
   D. To determine the easiest way to "make the day".

3. Which is not used to punctuate verbal communications?

   A. Gestures
   B. Clothes
   C. Voice inflections
   D. Facial expressions

4. Effective listening does not require:

   A. Taking notes
   B. Concentration
   C. Observation
   D. Attentiveness

5. Employee attitude and interest while listening:

   A. Plays no role in understanding.
   B. Is of no concern to employers.
   C. Is easily perceived by superiors.
   D. All of the above.

6. Answering questions effectively:

   A. Usually is not expected of employees.
   B. Is a skill that can be developed.
   C. Is not related to listening skills.
   D. Entails lengthy explanation.

7. The first step in effective question answering is:

    A. Formulating an answer.
    B. Choosing your words.
    C. Deciding what they want to hear.
    D. Comprehending the question.

8. Which is not an element of effective question answering?

    A. Attentive listening
    B. Quickly answering
    C. Thinking
    D. Concise choice of words

LISTENING AND ANSWERING

Workers seldom fail because of a lack of knowledge or ability. Rather they fail because of a lack of understanding of what is desired of them. Most usually this problem is a result of poor listening skills that impede the comprehension of verbal instruction. Effective listening requires concentrated, dynamic attention.

Comprehension of what superiors desire requires concentration. One should center upon the content being presented, avoiding distraction by personality or mannerisms of the speaker. The sole objective of listening is to gain insight into what is desired.

Self-discipline is the key element to developing good listening skills. Distractions must be ignored and the more competing distractions are the more intensely we must concentrate upon what is being said or asked of us. Gestures, facial expressions and voice inflections punctuate conversations or directives and as such we need to pay attention to these. The attitude of the instruction giver are also of great importance. The effective listener is also a good observer and pays heed to these non-verbal messages for complete understanding of what is involved.

The attitude of the listener is also readily evident to the speaker. The listener's interest, or lack of interest is noted by his or her words and actions. Additionally, it is very difficult to conceal a lack of attentiveness to directives. Obviously, it is in the employee's best interest to be genuinely interested in what his or her superiors are saying.

In the same token, answering questions effectively is a skill one can and should develop. It is not uncommon that employees fail to accurately answer a superior's question. This is usually because the employee did not effectively listen to the question and really didn't understand what was being asked. You can see that the first step to answering questions is to be a good listener so that you can truly understand what is being asked of you. Secondly, it is important to think before we speak. Do not formulate an answer "on the go". Think of what your response will be, how can the question best be answered. Make answer concise and to the point. If elaboration is desired, you will surely be asked to do so.

Adapted from Essential Aspects of Career Planning and Development, 2nd ed., by J.C. Atherton and Anthony Mumphrey. Danville, IL: The Interstate Printers & Publishers, Inc., 1977. Used by permission.

UNIT III - VERBAL COMMUNICATIONS

Lesson 3: Business Communications Systems

Objective: The student will be able to demonstrate acceptable procedures for answering business telephones and taking telephone messages in an agribusiness setting.

Study Questions:

1. What role does the telephone play in modern communications and agribusinesses?
2. What are appropriate procedures used when answering the business telephone?
3. What are the three conditions necessary to ensure precise verbal communication on the telephone?
4. What are the appropriate procedures for taking telephone messages and using the intercom system?
5. What are possible applications of FM radio communication systems in an agribusiness setting?

References:

1. Human Relations In Agribusiness, Hillison and Crunkilton, 1980, McGraw-Hill, Chapter 9.
2. Handouts
    a) HO-3: Using the Office Intercom and FM Radio
3. Job Sheets
    a) JS-1: Telephone Conversation Rating Schedule

UNIT III - VERBAL COMMUNICATIONS

Lesson 3: Business Communications Systems

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the students how many of them anticipate the use of telephones and communications systems when they start their agribusiness careers. Ask if they have ever thought about telephone manners.

C. Assignment

D. Supervised Study

E. Discussion

1. Discuss the importance of telecommunications in agribusiness. Ask students to list uses of telephones in agribusiness.

   What role does the telephone play in modern communications and agribusinesses?

   1) The telephone is the most important instrument of communication in the world.
   2) Keeps businesses in touch with other businesses and customers.
   3) The greatest benefit comes from proper use of the telephone.
   4) One must recognize and compensate for the limitations of telephones.

2. Have students list proper telephone answering procedures. Have them give good and bad examples. List these procedures on the board.

   What are appropriate procedures used when answering the business telephone?

   1) Answer promptly (maximum 3 - 4 rings).
   2) Answer with a friendly greeting.
   3) Greeting should include the name of the company.
      a) Assure caller of reaching the desired party.

3. Ask students to describe the qualities of precise telephone communications. Have them provide examples of these qualities and examples of when these qualities are ignored. List these on the board.

   What are the three conditions necessary to ensure precise verbal communications on the telephone?

1) Speak distinctly; listener is hearing words secondhand after electrical impulses are reassembled.
2) Speak in a loud enough voice; there is no meaning if words are not heard.
3) Speak slowly enough; usually the same speed as face to face conversations is satisfactory.
   a) Slow down, however, if numbers are being quoted or the listener is writing something down.
4) Additionally, be cheerful and courteous, keep duration of calls to a minimum, and allow caller to end the conversation.

4. Ask students to describe how to take telephone messages and how to use office intercoms. Discuss the responsibility of the agribusiness employee.

   What are the appropriate procedures for taking telephone messages and using the office intercom system?

   1) Since communication systems differ, employees should request a demonstration of the system used in their agribusiness.
   2) It is your responsibility to make sure all the correct information is passed along to whom it was intended; write neatly!
   3) All messages should include:
      a) Name of caller
      b) The date
      c) The time
      d) The caller's telephone number
      e) The message
      f) Your name
   4) Some agribusinesses provide forms for telephone messages.
   5) The intercom is used to transfer calls or locate recipients of telephone calls.
      a) Ask the caller to wait while you locate the person who the call is for.
         (1) Locate them quickly, if you cannot find them within a minute or so, take a message.
      b) To use the intercom simply press the intercom button (usually labeled) and dial the desired party's intercom number.

5. Using HO-3 as a reference, ask students to describe situations or setting in which an FM radio communication system would be useful. Have a student describe the appearance and use of the FM radio, (both vehicle mounted and those carried by the employee).

   What are possible applications of FM radio communications system in an agribusiness?

   1) Feed delivery truck
   2) Grain elevator manager
   3) Ranch foreman
   4) Carried by the farmer when combining

F. Other Activities

Use Job Sheet JS-1 for telephone practice. Have two students play the telephone caller and answerer roles while the others rate their performance. Use these to point out good and bad telephone procedures. Let the students discuss each situation.

G. Competency

Demonstrate the acceptable procedure for answering business telephones and taking telephone messages in an agribusiness setting.

H. Answers to Evaluation

The Telephone Conversation Rating Schedule on JS-1 should be used as the evaluation instrument for this lesson. Before attempting this task for mastery, students should be allowed to carefully review this rating schedule. The student should be informed that evaluation will be made on the basis of this rating schedule and that mastery will be evidenced by scoring at least ____ out of ____ points. (Minimum score to be set by instructor to reflect passing grade within their school system.) Answers to the optional written evaluation are as follows.

1. D
2. B
3. B
4. C
5. B

UNIT III - VERBAL COMMUNICATIONS

Lesson 3: Business Communications Systems

EVALUATION

For each question, circle the letter in front of the best answer.

1. The telephone:

   A. Is the most important instrument of communication in the world.
   B. Keeps businesses in touch with customers and other businesses.
   C. Must be used correctly to derive the greatest benefit.
   D. All of the above.

2. Which is not a good rule to follow when answering business telephones?

   A. Answer with a friendly greeting.
   B. Allow phone to ring five or six times.
   C. State the name of your company.
   D. Be polite.

3. Which is not a condition of precise telephone communication?

   A. Speaking loudly enough.
   B. Repeating every sentence.
   C. Speaking distinctly (enunciating)
   D. Adjusting the speed of speaking.

4. When using the business telephone you should:

   A. Hang up when you want to.
   B. Use common rules of courtesy primarily with important customers.
   C. Always allow the caller to end the conversation.
   D. Use the telephone whenever and for as long as you like.

5. When taking a telephone message do not:

   A. Use proper form if provided.
   B. Rely on your memory.
   C. Write down all pertinent information.
   D. Write as neatly as possible.

USING THE OFFICE INTERCOM AND FM RADIO

Using the Intercom

Most business offices will have telephones with intercom systems. It can be used to directly dial other telephones in your agribusiness establishment. Each telephone in the office will have its own intercom number. To call someone on the intercom line, simply push the intercom button and dial the intercom number.

Two-way speaker intercom systems are often used in the warehouse. The control station would be located in the office while a speaker is mounted in the warehouse. The office personnel can then speak to the warehouse personnel. In addition, the warehouse people can respond without interupting their work.

It goes without saying that the courtesies extended when using the telephone apply to the use of intercom systems.

Using the FM Mobile Radio

Many agribusinesses will utilize FM radio communications systems, especially those that deliver products or services to the farm. For example, the fertilizer truck may have a radio so that the office can tell the driver where to make the next delivery. On a big farm, it is not uncommon to have FM radio communications between the farm house and the farmer's truck, combine, etc. In any event, you may be required to use an FM radio while employed in an agribusiness.

The same rules of courtesy that apply to telephone use apply the FM radio use. Of course, each business will establish its own protocol for use, such as what names to use (for example the office may be called "base" while the company owner might be called mobile #1 and the supervisor mobile #2). You should learn this procedure as soon as you can. There are also federal laws which govern the use of FM radios and are regulated by the Federal Communications Commission (FCC). One law prohibits the use of profanity on the radio. There are other laws; if you are in doubt as to the proper and lawful use of an FM radio, consult the FCC regulations.

Credit: University of Maryland - Cooperative Work Experience Learning Packet #2, 1978.

JS-1

Telephone Conversation Rating Schedule

Improve With Practice

You should observe the office people where you are working and note how well they use the telephone to promote the business.

To help with this practice, a rating schedule has been prepared. As two people are carrying on a conversation on the telephone, the rest of the class should rate them on the factors shown on the rating schedule. Just as with any other activity, practice can improve your skill in using the telephone.

The rating scale can be used with other practice telephone situations. Several telelphone situations are outlined for practice. Students should rate each other in conversations over the telephone.

Telephone Factors	**Points**
Proper Identification: (10 points)	
Good morning or good afternoon	
Name of company	
Name of person receiving the call	
Courtesy: (20 points)	
Pleasant greeting	
Using customer name	
"Thank you" and "you're welcome"	
Listen attentively	
Sincerity: (20 points)	
Express confidence	
Not mechanical	
Not indifferent	
Not impatient	
Really wanting to serve the caller	
Voice: (50 points)	
Distinctness (10 points)	
Loudness (10 points)	
Speed (10 points)	
Naturalness (5 points)	
Pleasantness (5 points)	
Alertness (5 points)	
Expressiveness (5 Points)	
Total	

From: Human Relations in Agricultural Businesses, 1976, Ohio State University, Agdex 920.

TELEPHONE SITUATION PROBLEM #1

The situation: The A to Z Farm Supply Co. is offering a special sale on fertilizer for the winter delivery at a reduction of $5.00 per ton. This has been advertised in the paper. The customer calls up to order some of this fertilizer to be delivered. The office clerk has to look up the price on the kind desired. The clerk also needs to find out when the customer would like to have it delivered and where to put it.

Grade the person who is receiving the call.

Person Making the Call	Person Receiving the Call
	Clerk: Answer for A to Z (your name)
Customer: I noticed in the paper that you are having a fertilizer sale. I would like to place an order.	Clerk: Ask how much and what kind.
Customer: I would like to have 10 tons of 12-12-12. Can you give me the price on this?	Clerk: You will have to look this price up in the price book. (how to handle this delay) (count 60 seconds before talking again) Price is $72.00 per ton less the winter discount.
Customer: This will be all right. When do you think you would deliver it?	Clerk: Suggest a time.
Customer: Okay. I will be home at that time.	Clerk: Find out where the bags should be put.
Customer: On the barn floor.	Clerk: Ask if 50 or 80 pound bags are needed.
Customer: 50 pound bags would be better.	Clerk: Thank the customer for the order.

Take a few minutes to make up the conversation for the office clerk.

Adapted from: Human Relations in Agricultural Businesses, 1976, Ohio Agricultural Education Curriculum Materials Service, The Ohio State University.

JS-1 Cont'd

TELEPHONE SITUATION PROBLEM #2

The situation: The manager of the garden supply store has asked the office clerk (your name) to call GARDEN SUPPLIES, INC. and order the following materials. These materials are needed by the end of the week for the weekend trade. The manager would like to know if there is any increase in prices since the last time she ordered. She usually gives her order to Mr. King at the supply house. If Mr. King is not there, leave a message.

Grade the person making the call.

Person Making the Call		Person Receiving the Call	
Office clerk (your name):		Supplier:	
Clerk:	Ask for the supply store and Mr. King. If Mr. King is in, talk to him. If not, leave a message.	Supplier:	(Mr. King can either be in or out.)
Clerk:	Want to order: 5 - 100# bags grass seed 20 - 50# bags lawn fertilizer 10 - lawn sprinklers 10 - 100# bales peat moss	Supplier:	When would you like to have this delivered?
Clerk:	Explain that it is needed for the weekend.	Supplier:	Our trucks will not be coming that way until Monday.
Clerk:	Explain that Mr. King generally makes arrangements for special deliveries.	Supplier:	If you are completely out, we will get it to you.
Clerk:	Ask if there are any price increases.	Supplier:	Everything is the same price as the last time except the lawn sprinklers that are up 10%.
Clerk:	Thank them for accepting the order and ask to have the list repeated so you are sure it is correct.	Supplier:	(Repeat the list.) Thank you for the order.

Take a few minutes to make up the conversation for the clerk.

Adapted from: Human Relations in Agricultural Businesses, 1976, Ohio Agricultural Education Curriculum Materials Service, The Ohio State University.

TELEPHONE SITUATION PROBLEM #3

Person Making the Call	Person Receiving the Call
	A to Z Farm Supply Co.: Office clerk answers phone.
Student: Ask for Mr(s). Brown.	
	Mr(s). Brown speaking.
Student: Say you are interested in the job - has it been filled yet?	
	Mr(s). Brown: Have you had any truck driving experience?
Student: Just the farm truck.	
	Mr(s). Brown: Do you have a driver's license and what is your age?
Student: 18 years old and have had license for 2 years.	
	Mr(s). Brown: Well, I would be glad to talk with your, when could you come down to the mill?
Student: Suggest a time.	
	Mr(s). Brown: That will be okay with me. I will be looking for you.
Student: Thank Mr(s). Brown for the opportunity of the appointment.	

Take a few minutes to make up conversation for the student before starting to talk on the phone.

Adapted from: Human Relations in Agricultural Businesses, 1976, Ohio Agricultural Education Curriculum Materials Service, The Ohio State University.

TELEPHONE SITUATION PROBLEM #4

The situation: You are working in the parts department of the HANDY FARM EQUIPMENT CO. A farmer calls in to see when a corn picker can be repaired. A chain broke while picking corn. It is a busy season and all the service people are busy.

Grade the person who is receiving the call.

Person Making the Call		Person Receiving the Call	
		Parts Dept.:	Answers phone (identification)
Farmer:	I was wondering how soon I could have one of your service people come out and fix my corn picker.	Parts Dept.:	Find out what is wrong with the picker.
Farmer:	Broken chain.	Parts Dept.:	You will have to check with our service manager. (How to handle waiting period) (Count 60 seconds before talking again.) All of the service people are out and probably will be all day.
Farmer:	(Rather irritated.) But I can't do a thing until I get this fixed and it may rain by tomorrow.	Parts Dept.:	Ask if this is a chain that could be brought in and repaired.
Farmer:	I don't call that very good service, but if that is the best you can do I guess I can bring it in.	Parts Dept.:	Ask for the part number so you could be getting ready while the farmer is on the way in.
Farmer:	I can't give you the part number, but it is the main drive chain on model 580 picker.	Parts Dept.:	State that this will help. Close the conversation courteously and give the impression of good service.

Take a few minutes to make up the conversation for the parts man before starting to talk on the phone.

Adapted From: Human Relations in Agricultural Businesses, 1976, Ohio Agricultural Education Curriculum Materials Service, The Ohio State University.

UNIT III - VERBAL COMMUNICATIONS

Lesson 4: Communication Through Action

Objective: The student will be able to explain the role and ramifications of nonverbal communications with regard to verbal communications.

Study Questions:

1. What are the differences between conscious and unconscious nonverbal communication?
2. What are the consequences of a nonverbal signal conflicting with the verbal message?
3. Why is it hard to interpret unconscious signals?
4. What are the important points to remember when considering of nonverbal messages?

References:

1. Human Relations In Agribusiness, Hillison and Crunkilton, 1980, McGraw-Hill, Chapter 9.

UNIT III - VERBAL COMMUNICATIONS

Lesson 4: Communication Through Action

TEACHING PROCEDURES:

A. Review the previous lesson.

B. Motivation

Have the student cite instances where nonverbal messages have communicated ideas or information to them.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to give examples of conscious and unconscious nonverbal communications. Let them tell how they reacted to these communicating actions. Discuss what nonverbal communication is and its importance.

   What are the differences between conscious and unconscious nonverbal communication?

   1) Conscious action - generally has an obvious meaning.
      a) Example - nodding, waving good-bye, etc.
   2) Unconcious action - meaning not so easy to determine
      a) May be indicative of inattentiveness or disinterest
      b) May be a result of some unrelated origin such as toothache, distressing news, etc.
      c) It is a good idea to clarify the situation by inquiry.

2. Ask the students to cite examples (possibly from the class environment) of actions contradicting the verbal message. Discuss how actions can complement verbal messages also.

   What are the consequences of a nonverbal signal conflicting with the verbal message?

   1) People tend to believe the nonverbal message as opposed to the verbal one.
   2) It is generally felt that the unconscious message is the more truthful of the two messages.

3. Have the students to discuss various reasons why one might unconsciously provide nonverbal messages. Discuss why it is hard to interpret these messages and why it is important not to jump to conclusions.

   Why is it hard to interpret unconscious signals?

1) We don't know if there is a possible unrelated cause such as a toothache or other distress.
   a) Should not jump to conclusions about the listeners attitude if they appear uninterested or inattentive
   b) It is best simply to ask if "anything is wrong" or something to the same effect.

4. Have the students relate instances when they might have provided nonverbal messages. Ask them if they think it is important to consider the influence of these messages.

   What are the important point to remember when considering the influence of nonverbal messages?

   1) Be aware of your own nonverbal messages.
   2) Make your own messages easy to interpret.
   3) Make your verbal and nonverbal messages agree.

F. Competency

Explain the role and ramifications of nonverbal communications with regard to verbal communications.

G. Answers to Evaluation

1. Action
2. Conscious, unconscious
3. Interpret
4. Agree
5. Aware

UNIT III - VERBAL COMMUNICATIONS

Lesson 4: Communication Through Action

EVALUATION

Complete the following statements by filling in the blank.

1. Nonverbal communication expresses ideas with ______________ instead of words.

2. Nodding is an example of ______________ nonverbal communication while "staring into space" is an example of ______________ nonverbal communication.

3. It is not always easy to ______________ the consequences of nonverbal communication.

4. For best interpretation, nonverbal messages should ______________ with verbal messages.

5. It is most important to be ______________ of your own nonverbal messages.

AGRICULTURAL BUSINESS

Unit IV - Written Communications

LESSONS:

1. Expressing Yourself on Paper
2. The Business Letter
3. Preparing Resumes, Letters of Application, and Letters of Inquiry

OBJECTIVES:

1. Given a written evaluation, the student will explain the need for and the basic elements of effective written communications in agribusiness with 75% accuracy.*
2. Given proper equipment, the student will compose a business letter and an office memorandum as evidenced by 75% mastery of each product checklist.
3. Given proper equipment, the student will prepare a sample resume, letter of application, and an application form as evidenced by 75% mastery of each product checklist.

* NOTE: Percent accuracy to be set by instructor to reflect passing grade within their school system.

COMPETENCIES TO BE DEVELOPED:

1. Explain the need for and the basic elements of effective written communications in agribusiness.
2. Compose a business letter and an office memorandum.
3. Prepare a resume, letter of application, and an application form.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Ask students to relate their experiences with job hunting.
2. See how many students have had to fill out application forms and had trouble doing so.
3. Ask students if they would know how to go about writing a letter to ask for a job.

GETTING READY FOR THIS UNIT:

1. References and Materials

The references and materials listed below are only suggestions. The lessons, however, are largely based upon materials therein. This does not necessitate their exact use. Using the suggested text(s) or other selected reference materials should be sufficient to successfully teach the unit.

1. Hillison, John; Crunkilton, John; and Lee, Jasper S. Human Relations in Agribusiness. 1st. ed. New York, New York: McGraw-Hill, 1980.

2. Handouts and Transparencies for this Agribusiness guide are available from the Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri - Columbia, Columbia, Missouri 65211.

EVALUATION:

1. Give short objective tests at the end of each lesson and/or at the end of the unit.

2. Have students provide examples of their newly developed written communications skills.

3. Instructors are urged to adapt the product/performance checklists to classroom situations. The number of points for mastery should be determined to reflect a passing grade, and items which must be completed satisfactorily should be indicated. The student should be allowed to review the checklist before attempting mastery.

UNIT IV - WRITTEN COMMUNICATIONS

Lesson 1: Expressing Yourself On Paper

Objective: The student will be able to explain the need for and the basic elements of effective written communications in agribusiness.

Study Questions:

1. What is the dual goal of written communications; what three step plan should a writer implement to accomplish this goal?
2. What are the differences between the two commonly used forms of written business communication?
3. What is a rough draft and why is it used?
4. What is the function of the opening of a letter?
5. What are the Five C's of letter writing?
6. What three questions do all readers of written communication ask as they read?
7. What are the main ideas we must master in order to be effective writers?

References:

1. Transparency Masters
    a) TM-1: The Office Memo
    b) TM-2: A Sample Agribusiness Letter
2. Handouts
    a) HO-1: Written Communications
    b) HO-2: Why Write? An Outline of Things to Remember

UNIT IV - WRITTEN COMMUNICATIONS

Lesson 1: Expressing Yourself On Paper

TEACHING PROCEDURES

A. Introduce the unit. Possibly outline the unit and briefly introduce topics to be discussed. List the objective of this lesson on the board.

B. Motivation

Ask students to describe their experiences with written communications; discuss what was difficult or easy. Identify the role of written communications in agribusiness.

C. Assignment

D. Supervised Study

E. Discussion

1. Discuss the different types of written communications and their importance in agribusiness. Let students share their agribusiness written communications experiences with the class members. Discuss in detail the goals and the three-step plan to achieve the goals of written communication.

   What is the dual role of written communications; what three-step plan should a writer implement to accomplish this goal?

   1) Goal of written communications is twofold
      a) To transmit a message whose meaning is clear
      b) To reveal the writer's personality
      c) Both serve to convey ideas and images to the reader
   2) Three-step plan to accomplish this goal
      a) Identify the purpose of the message
      b) List the ideas and facts that will accomplish the purpose
      c) Organize the information

2. Describe and illustrate the form of the two types of written business communications. Discuss appropriate use of both types. Utilize TM-1 and TM-2.

   What are the differences between the two commonly used forms of written business communications?

   1) The formal letter
      a) Used to transact business or communicate with strangers or acquaintences
   2) The memorandum (memo)
      a) A standardized form of communication used to communicate with people within a business

        (1) Makes it easy to communicate with coworkers, supervisors, or employers.

3. Have the students describe and discuss the use of rough drafts in school paper writing. Talk about the benefits of utilizing a rough draft.

    What is a rough draft and why is it used?

    1) A rough draft is the preliminary version of the written communication
        a) Beginning writers should use rough drafts of even simple memos and letters
    2) In the rough draft (first and subsequent rough drafts) writers attempt to organize the material so that the reader will want to read on and understand the message.

4. Have students discuss the purpose of letter openings; how they open letters and how they react to different types of letter openings.

    What is the function of the opening of a letter?

    1. The opening should excite the reader's interest and lead them into the body of the letter.
        a) Should be relevant to the subject and purpose of the letter
        b) Never open a letter with "I" or "We."

5. Ask students to list the Five C's of letter writing; put these on the board. Have the students discuss the value of each C.

    What are the Five C's of letter writing?

    1) Courtesy
        a) Subject matter discussed from reader's point of view
        b) Use "you" and "your" more than "I" and "We."
    2) Correctness - meet two criteria
        a) Truthful
            (1) Knowing the facts is the writer's responsibility.
            (2) Avoid providing opinion except where called for.
        b) Grammatically and mechanically correct
            (1) Errors interrupt the reader's thoughts and break the smooth flow of the letter.
            (2) Poor spelling and grammar lead the reader to assume that the writer does not know what he is writing about.
                (1) Use a dictionary.
    3) Clearness
        a) Be precise - convey the meaning you mean to convey.
        b) A clearly conveyed thought is easily understood.
    4) Conciseness
        a) Aids clearness
            (1) Be specific, brief, not wordy.
            (2) Eliminate uneccessary words and phrases.

5) Completeness
   a) Give reader all the information needed to completely understand the message.
      (1) Purpose of writer is accomplished
      (2) Reader clearly understands the writer's message

6. Discuss letter writing from the reader's point of view. Ask the students what they think about when receiving and reading letters.

   What three questions do all readers of written communications ask as they read?

   1) Why was this communication sent to me?
      a) Reveals the letter's purpose
   2) What does it do for me?
      a) How does the reader benefit?
   3) Do I need to do something?
      a) Should state what is to be done and how
      b) Not all communications require the reader to act.

7. Ask students to discuss the main ideas of written communications and why they are important to effective, efficient communication.

   What are the main ideas we must master to be effective writers?

   1) Correct grammar and clear writing are important and necessary to businesses and individuals.
   2) Be accurate and clear so that is can be read quickly and easily.
   3) The written language is based on the spoken language but there are differences that should be observed.
   4) Words, sentences, and paragraphs are the basic assemblage of written communications and they are designed to do a particular job.
   5) Good writing is obtained through practice of applying the principles of writing.

F. Other Activities

Have a local agribusiness person discuss with the class the importance of mastering the ability of communication in writing.

G. Competency

Explain the need for and the basic elements of effective written communications in agribusiness.

H. Answers to Evaluation

1. C
2. D
3. A
4. D
5. C
6. B
   C
   E
   F
   A

UNIT IV - WRITTEN COMMUNICATIONS

Lesson 1: Expressing Yourself On Paper

EVALUATION

Circle the letter of the correct answer.

1. The goals of written communication do not include

   a. Transmit a message
   b. Convey an image
   c. Mask the writer's personality

2. To accomplish the goals of written communication one must

   a. Identify the purpose
   b. List ideas and facts to accomplish the purpose
   c. Organize the information
   d. All of the above

3. A rough draft

   a. Is a preliminary version
   b. Is only prepared once
   c. Is not used by experienced writers
   d. Is not made for memos

4. The opening of a letter

   a. Should excite the reader
   b. Lead the reader into the rest of the communication
   c. Should never start with "I" or "We"
   d. All of the above

5. Which is not a question asked by a reader?

   a. Why was this sent to me?
   b. Do I need to do something?
   c. What should I do with it?
   d. What does it do for me?

Match the term with the correct descriptive phrase.

6. ____ Clearness

   ____ Conciseness

   ____ Completeness

   ____ Correctness

   ____ Courtesy

A. "You" and "Your" appear more than "I" and "We"
B. Conveys the intended message
C. Being specific and brief
D. Being the perfect length
E. All information presented is needed to understanding the message
F. Involves truth, grammar, and construction

The Office Memo

MEMORANDUM

To: Feed Salespersons

From: Dale F. Fletcher, Sales Manager

Subject: Horse feed

Date: March 21, 1985

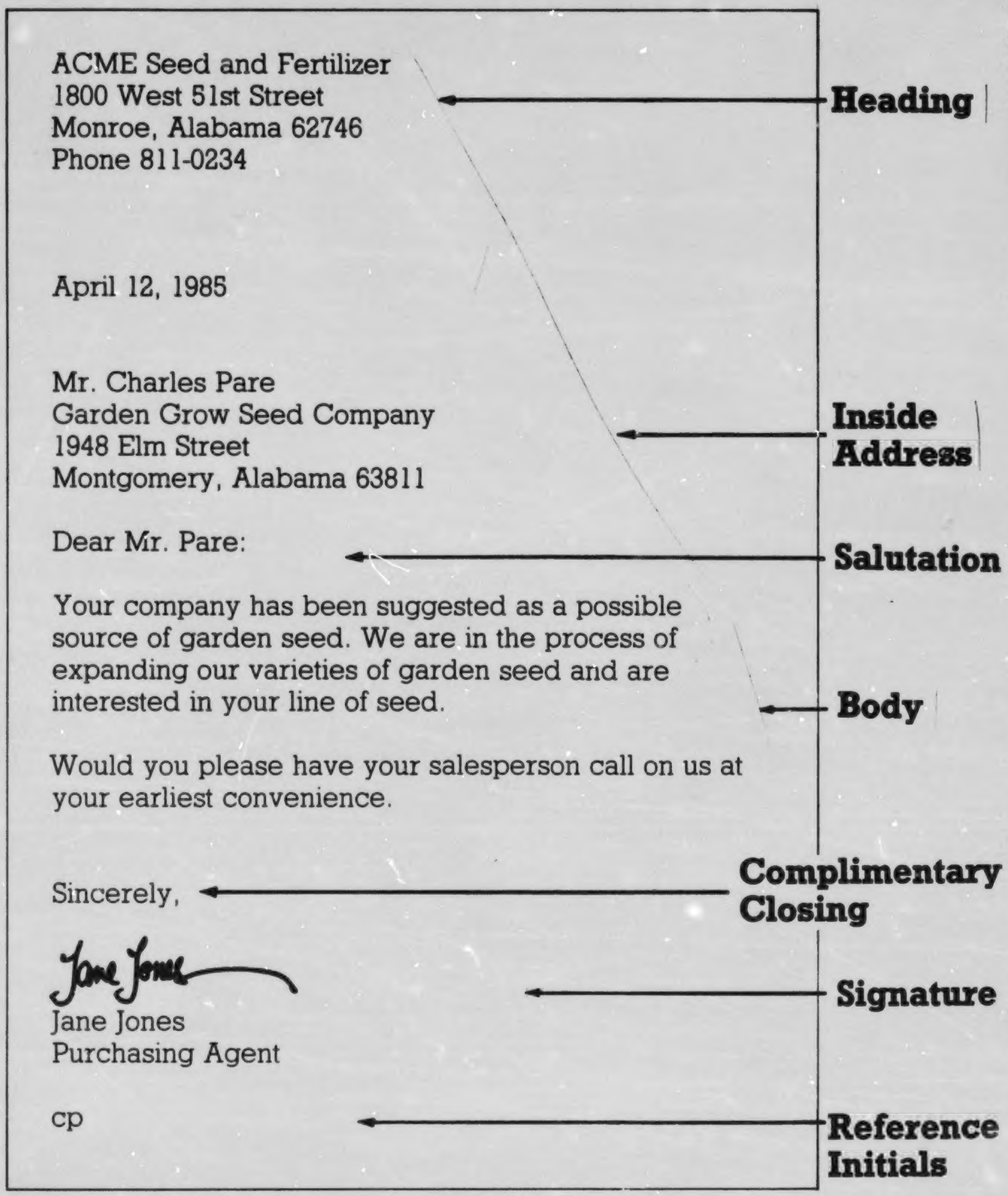
Please note that we have received a shipment of a new brand of equine feed. We are trying to promote the sale of this new brand. As such, please make its availability known to our customers.

Also, take time to familiarize yourself with the advantageous qualities of this new feed.

lp

TM-2

A Sample Agribusiness Letter



ACME Seed and Fertilizer
1800 West 51st Street
Monroe, Alabama 62746
Phone 811-0234

April 12, 1985

Mr. Charles Pare
Garden Grow Seed Company
1948 Elm Street
Montgomery, Alabama 63811

Dear Mr. Pare:

Your company has been suggested as a possible source of garden seed. We are in the process of expanding our varieties of garden seed and are interested in your line of seed.

Would you please have your salesperson call on us at your earliest convenience.

Sincerely,

Jane Jones

Jane Jones
Purchasing Agent

cp

Heading
Inside Address
Salutation
Body
Complimentary Closing
Signature
Reference Initials

WRITTEN COMMUNICATIONS

Planning the Message

Although the purpose of the written communication is to transmit a message whose meaning is clear, the written communication may also reveal much about the writer's personality. Skillful writers, therefore, plan their communications so that they convey not only the ideas they want to express, but also the image they want to reveal to the reader. To accomplish this dual goal, writers follow a three-step plan.

1. Identify the purpose of the message.
2. List the ideas and facts that will accomplish the purpose.
3. Organize the information.

Identification of the purpose. The first step in planning a successful letter or memo is to identify the reason for writing it. What is the purpose of the message? The answer to this question becomes the central idea of the message. It usually can be written in a few words, or a fragment of a sentence, and serves as a very brief outline for the message.

In business, two forms are commonly used to transmit written communications: the formal letter and the memorandum. The formal letter is the written communication used to transact business or communicate with strangers or acquaintances. The memorandum (memo) is a standardized form of written communication which is used to communicate with people within a business. The memo, therefore, makes it easy to communicate with co-workers, supervisors, or employers.

Listing of the ideas and facts. Next, writers list all the information that is related to the purpose of the communication. They probably will list more information than they will use in the message. To do so is a good technique, for it gives writers the opportunity to examine the relative importance of the material and to choose those ideas and facts that will convey the correct message to the reader.

Organization of information. After listing the facts and ideas that relate to the message, writers number them to indicate the order in which they will use them. They select and present those facts in the following sequence: 1) those facts that direct the interest of the reader to the purpose of the message; 2) those facts that reveal the purpose of the message clearly and concisely, including appropriate explanation of the action to be taken and an expression of feelings of goodwill and understanding.

Preparing a Rough Draft

Once the order of the information to be put into a letter or memo has been identified, it is time to write a rough draft. A rough draft is the preliminary version of the written communication. Beginning writers should expect to make rough drafts of even simple letters and memos. Even experienced writers often make several drafts before perfecting important communications. In the first draft, writers attempt to organize the material so that the reader will want to read on and so that the reader can easily understand it. Ideas should flow smoothly.

To prepare a draft in which ideas flow smoothly, writers first create an opening which will capture the reader's interest and identify the purpose of the letter. They then arrange and present their ideas so that they lead the reader to the request for action or the closing.

The opening. The opening of the letter, especially the opening sentence, should excite reader's interest and lead them into the letter itself. If it does not, they may lay the letter aside. A few of the methods that help writers catch a reader's interest are:

- Stating a significant fact: "The $10 check attached to this letter is yours."
- Asking a question that cannot arouse a negative response: "If you could visit any place in the world, where would you go?"
- Referring to an interesting current happening: "When the plumbers went on strike yesterday . . . ."
- Beginning the first sentence with "if": "If this number happens to be chosen in our special drawing . . . ."

The opening sentence not only should be intriguing, but it also must be relevant to the subject and to the purpose of the communication. It should be specific, not vague or general. It must be worthy, not trite. Because the opening sentence must interest the reader, it is written from his or her point of view and never begins with "I" or "We."

The arrangement of ideas. The ideas in a written communication flow smoothly so that the reader is carried from one sentence to the next, from one paragraph to the next, easily and willingly. This is done by showing the relationship between ideas. Relationship may be established by stating or implying that:

- Ideas are similar: Such words as "and," "like," "also," "besides," and "in addition to" commonly compare or relate similar ideas.
- Ideas are opposite or contrary: "although," "in spite of," and "however" are some of the words that point out opposite ideas.
- Ideas have a cause-and-effect relationship: "because," "since," and "therefore" may identify ideas with a cause-and-effect relationship.

The writer may use examples to illustrate any of these relationships.

The lack of an expressed relationship between ideas can make a message sound curt, unfriendly, or indifferent.

While drafting the letter or memo, examine your ideas: identify and express their correct relationships so readers clearly understand and easily follow the writer through one idea to another until they reach the closing.

The Five C's

When the first draft of a letter or memo is completed, read it as if you have never seen it before. With this objective view, evaluate your letter - the reader will. Does the opening catch the reader's interest? Does each sentence and paragraph easily lead the reader to the next? Does the reader clearly understand the purpose of the letter? In short, does the letter reflect the Five C's? They win readers for the writer just as they win listeners for the speaker. Courtesy, correctness, clearness, conciseness, completeness: attention to these Five C's results in a written communication that reflects the image of a writer who is considerate and responsible, who is interested in the reader, and who has something to tell the reader. Here is how the Five C's can be used to evaluate the letter or note.

Courtesy. Courtesy is expressed by phrasing a letter or memo so that its subject matter is discussed from the reader's point of view. The facts should be expressed the way the writer would want to hear them if positions were reversed and he or she were the reader. In a courteous letter, the words "you" and "your" appear more often than "I" and "we," and always with more emphasis on them.

Correctness. The writer tries to meet two criteria for correctness: to tell the truth and to be grammatically and mechanically correct.

Knowing the facts, all the facts, is the writer's responsibility. Writers assemble those facts either before beginning to draft the communication or while drafting it. The writers select for use in the message those facts that explain and complete the purpose of the message. Opinion is less acceptable in writing than it is in oral communication. However, if the writers want to express an opinion in their message, they should label it as such, with an "it is my belief that ...." or an "it may be that ...." or a simple "I think ...."

Because the writer's words, sentences, and paragraphs guide the thinking of the reader, the grammar, spelling, and punctuation must be correct. Grammatical and mechanical errors interrupt the reader's thoughts and break the smooth flow of ideas. Poor grammar may mislead the reader by putting the wrong interpretation on an idea or fact. Incorrect spelling and punctuation also speak in their own dangerous language; "The writer does not know."

A solid education in grammar is an excellent friend for business writers. So is a dictionary. These two are important tools; they help people in a business to express the exact message they want to convey in everything they write.

Clearness. Exactly what do I want to say? Write the answer to this question simply and precisely. Be sure each statement has only one meaning - the meaning you intend to convey. When the thought is clearly stated, it is easily understood. An easily understood message holds the reader's interest.

Conciseness. Conciseness aids clearness. Conciseness is being specific, brief, not wordy; it means saying exactly what needs to be said to satisfy the purpose of the message - and no more. It means eliminating unnecessary words and phrases.

Completeness. The writer should give readers all the information they need to know so that they understand the message. A complete message need not be wordy, but is must tell enough so that 1) the purpose of the writer is accomplished and 2) readers clearly understand the writer's message.

Write for the Reader

A person or an entire business organization can be judged by one written communication. Its impression is lasting and can be read over and over. The most important part of that impression is made by thoughts expressed in the message and by the way they are expressed.

People are interested in themselves. They are interested in other people and things to the extent that they relate to or affect them. Because of this, writers must identify with readers and express their own purpose, ideas, and facts in words and phrases that will reflect the readers' point view and concern.

Everyone starts to read a written communication, particularly, a business letter or memo, with three questions in mind:

- Why was this communication sent to me?
- What does it do for me?
- Do I need to do something?

The writer must answer these questions. There is no preset sequence in which they need to be answered, but they do need to be answered.

"Why was this sent to me? The answer to this question reveals the purpose of the letter or memo and relates it to the reader.

"What does it do for me? The answer to this question translates facts and ideas into an explanation that sustains and satisfies the reader's interest. A benefit promotes the well-being of the reader. The benefit to a reader may be a payment, an advantage, a kindness, a courtesy, an opportunity, or perhaps simply the transmittal of helpful or useful information. It usually is a combination of several factors.

"Do I need to do something?" The writer's request or suggestion that the reader take action is usually near the end of the communication. Not all communications require action from the reader, but when such action is needed or encouraged, the communication should state what is to be done and how. In addition, this statement should be worded so that the reader is both willing and encouraged to act.

Credits: Communications, Marketing/Distributive Education Curriculum, Instructional Materials Laboratory, University of Missouri - Columbia.

WHY WRITE? AN OUTLINE OF THINGS TO REMEMBER

I. Reasons for learning to write well

  A. To get ideas across accurately

    1. For clear understanding
    2. To save time
    3. To leave a favorable impression
    4. To be judged properly

  B. To operate a business profitably

    1. To make money
    2. To secure new business
    3. To hold old business
    4. To maintain good customer relations
    5. To communicate efficiently with all persons within and without the business

II. Writing vs. speaking

  A. Likenesses

    1. Written language is based on spoken language.
    2. Same grammatical rules apply to both.

  B. Differences

    1. Writing loses the chance to explain further (as is done in speech).
    2. Writing is more permanent
    3. Writing is more formal.
    4. Writing demands the correct and precise use of words.
    5. Writing must be brief.

III. The structure of writing

  A. Words

    1. Know meanings of words you use.
    2. Know correct spelling of words you use.
    3. Learn to spell and use new words.
    4. Learn to spell and use words common in your field.
    5. Avoid using too many words.

  B. Sentences

    1. Write short, concise sentences.
    2. Punctuate sentences correctly.
    3. Use correct parts of speech

C. Paragraphs

1. Paragraphs are made of sentences.
2. All written communications are made up of paragraphs.
3. Start a new paragraph for each new thought.

IV. Writing and rewriting

A. Good writing is result of rewriting.

B. Steps in writing

1. Place thoughts on paper.
    a. Carefully
    b. Completely
2. Read what you have written
3. Rewrite
    a. Correct grammatical errors
    b. Delete unnecessary words

V. Applying what you learn

A. Learn to write by writing

B. Concentrate on your weak points.

C. Use what you learn as you learn it.

D. Learn from criticism.

1. From others
2. From yourself

VI. Master the main ideas

A. Correct grammar and clear writing are important and necessary to businesses and individuals.

B. Good writing is accurate and clear; it can be read quickly and with a minimum of effort.

C. The written language is based on the spoken language, but there are important differences.

D. A written communication is made up of words, sentences, and paragraphs which have been assembled to do a particular job.

E. Writing is learned by applying principles which you have learned.

From: Communications, Marketing/Distributive Education Curriculum, Instructional Materials Laboratory, University of Missouri - Columbia

UNIT IV - WRITTEN COMMUNICATIONS

Lesson 2: The Business Letter

Objective: The student will be able to compose a business letter and an office memorandum.

Study Questions:

1. What is the difference between outgoing and incoming agribusiness mail?
2. How should incoming mail should be handled?
3. What are the components of a business letter?
4. What three questions should a person answer when planning a business letter?
5. What are factors on which to focus when reviewing a business letter?
6. What is "letterhead" paper and envelopes?
7. What is the difference between domestic and international mail? What are the classes of domestic mail?
8. What are the qualities that improve the appearance of both typed and handwritten letters?
9. What is meant by "accuracy" and "documentation" in business letters, and why are they important?

References:

1. Agribusiness Procedures and Records. Lee, D.W., and J.S. Lee. McGraw-Hill, New York. Chapter 3.
2. Transparency Master
    a) TM-3: Letter Placement
3. Handout
    a) HO-3: Writing Letters

Lesson 2: The Business Letter

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask students (when they obtain agribusiness jobs) if they will be expected to receive and send business mail and if so do they know the proper way of handling it?

C. Assignment

D. Supervised Study

E. Discussion

1. Ask students to describe types of incoming and outgoing agribusiness mail. Discuss the importance of efficient mail handling and the importance of business communications through the mail.

   What is the difference between incoming and outgoing agribusiness mail?

   1) Incoming mail is correspondence the business receives.
   2) Outgoing mail is correspondence the business sends to customers and other businesses.
      a) Letters are a very important means of business communications.
      b) Rules and procedures are designed to increase effective communication and handling of correspondence.

2. Have students describe the different tyeps of incoming mail at any agribusiness and describe procedures for proper handling.

   How should incoming mail be handled?

   1) A procedure will be established by the business or office manager; it should be followed.
   2) A secretary or clerk usually receives the mail. How it is handled is dependent upon the size and nature of the agribusiness.
      a) May be delivered to a central mail room in a large agribusiness and distributed to different departments by the clerk.
      b) Confidential mail goes directly to addressee unopened
      c) Mail addressed only to the agribusiness is opened by an authorized person.
      d) Payments and orders are handled by appropriate departments.
   3) Most mail is sorted before it is opened.

    a) Contents should be carefully checked.
    b) Enclosures should be attached to the letter (sometimes envelope is attached).
    c) Incoming mail is usually stamped (or handwritten) with the date and time of receipt.
4) It is the responsibility of the mail opener to see that it gets to the right department or person.
5) Keep records of special delivery, certified, insured, and registered mails.

3. Have the students discuss the components of an agribusiness letter and list these on the board. Use TM-3 to illustrate their place in the agribusiness letter.

What are describe the components of a business letter?

1) There are many styles of business letters, all should be typed. All have these seven parts:
    a) Heading - includes sender's address and date
    b) Inside address - name and address of person to receive the letter
    c) Salutation - a greeting
    d) Body - contains the content of the message
    e) Complimentary close - provides a courteous ending
    f) Signature - writer signs the letter
    g) Reference initials - indicate who typed the letter
    h) Other:
        (1) Enclosure notation below reference initials ("Enc." or "Enclosure")
        (2) Carbon copy notation indicates individuals who received copies of the original letter ("cc: John Doe")
        (3) Blind carbon copy (seldom used) - when receiver of original does not need to know recipients of copies ("bcc: John Doe" on copy only, one inch from top on the left)
        (4) Subject notation - to clearly state the purpose of the letter ("Subject: Fertilizer Sales Policy," two spaces below salutation)
        (5) Postscript (seldom used) - to emphasize a point or address a subject not in the letter ("P.S. ....," placed two spaces below reference initials and whatever follows them)

4. Outline the procedures and purposes for planning the business letter. Ask students why they think prior planning is important when composing business correspondence.

What three questions should a person answer when planning a business letter?

1) Why should I write the letter?
    a) Build goodwill, thank you, etc.
2) Who is to read the letter?
    a) Plan as if talking face to face.

3) What should be included in the message?
   a) Should be to the point, avoid unneccessary words
   b) Avoid offensive statements

5. Let students discuss the importance of reviewing business letters before sending them. Discuss the value of having associates review important communications.

   What are factors on which to focus when reviewing a business letter?

   1) Review before the final copy is prepared. It may be beneficial to let others look over your letter to get a different perspective.
      a) Is the message clear?
      b) Are the words used specific?
      c) Is it psychologically sound?
         (1) Utilize the proper psychological approach
      d) Focus is on "you" and not "I".
      e) Reads smoothly?
      f) Is the content accurate - not misleading?
      g) Is everything correctly spelled?

6. Show some examples of letterhead stationery from agribusinesses in your community. Discuss the reason for using letterhead stationery.

   What is "letterhead" paper and envelopes?

   1) Letterhead is stationery which has the name, address, and telephone number of the business printed on it.
      a) May have a brief description of the company
      b) May include a company logo

7. Ask the students to describe international and domestic mail and to discuss applications of each in an agribusiness.

   What is the difference between domestic and international mail? What are the classes of domestic mail?

   1) Domestic mail is that which is sent within the United States or its possesions while international mail is sent to other nations.
   2) Domestic mail is divided into four classes:
      a) First Class - letters, post cards, carbon copies, bills, statements, and other business mail
      b) Second Class - newspapers, magazines, and other printed materials
      c) Third class - printed materials weighing less than 16 ounces
      d) Fourth class - parcel post, for packages that weigh more than 16 ounces

8. Discuss with students why a neat appearance of business letters is important. Let the students express what they would think of a sloppy business letter.

   What are the qualities that improve the appearance of both typed and handwritten letters?

   1) Appearance helps determine the impression you will make on the reader
      a) Neatness is essential, as is correctness, spelling, and good grammar.
      b) Never use lined or notebook paper.
      c) Type business letters on plain white paper or business letterhead.
      d) Use even margins.
      e) Use regular spacing of words and lines.
      f) Handwritten letter for personal communication is acceptable and expected for many things.
         (1) Invitations, acceptance, regrets, condolence, congratulations, appreciation
         (2) Handwritten letters should be neat and readable
             (a) Use blue or black ink.
             (b) Use same format as typed letters.
      g) Fold letters so they open ready to read.
         (1) Make no more folds than is necessary.

9. Make sure students understand what is meant by "accuracy" and "documentation" in regard to business letters. You may want to liken this to writing papers for school. Ask students to discuss the importance of these two aspects of business letter writing. Write pertinent points on the board. Examples such as prices quoted incorrectly could be given.

   What is meant by "accuracy" and "documentation" in business letters, and why are they important?

   1) Accuracy - all information is truthful, i.e. nothing is either intentionally or unintentionally misrepresented
      a) Work in agribusiness procedures requires accuracy in recording information, counting money and materials, preparing reports and writing communications. There is no room for errors that may result in loss to the agribusiness.
      b) Documentation - all facts, figures, and statements are supported by records and references. One does not want to state things that can not be substantiated.
      c) Both accuracy and the ability to provide documentation in written communications reflect the quality and integrity of the agribusiness.
         (1) Your agribusiness employer will expect your written communications to meet both qualifications, one chance may be all you will get

F. Other Activities

It may be beneficial to have class members write some business letters as practice. Let the class critique these letters.

G. Competency

Compose a business letter and an office memorandum.

H. Answers to Evaluation

The Product Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1. incoming, outgoing
2. D
3. a. heading
   b. inside address
   c. salutation (opening)
   d. body
   e. complimentary close
   f. signature
   g. reference initials & notations
4. D
5. B
6. first
7. accurate
8. B

Written Communications Product Checklist

Student's Name ____________________ **Date** ____________
Product to be evaluated ____________________

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least____out of____points.

Action	Very Weak	Below Average	Average	Superior	Excellent
1. Concise and to the point	____	____	____	____	____
2. Format acceptable	____	____	____	____	____
3. Neat	____	____	____	____	____
4. Grammatically correct (sentences and punctuation)	____	____	____	____	____
5. Information accurate	____	____	____	____	____
6. Meanings clear (words used correctly)	____	____	____	____	____
7. Spelling correct	____	____	____	____	____
8. Smooth flow	____	____	____	____	____
9. Information organized	____	____	____	____	____
10. General appearance (margins, spacing, etc.)	____	____	____	____	____

Comments:

Total Points Achieved______

Total Points Possible______

Minimum Mastery Level______

Lesson 2: The Business Letter

EVALUATION

Fill in the blank or indicate the best answer.

1. ____________________ mail is correspondence the agribusiness sends to other businesses and customers while ____________________ mail is that which is received.

2. Which is not an accepted procedure for handling incoming business mail?

   a. Contents are carefully checked
   b. Usually stamped with the date and time of receipt
   c. Enclosures are attached to the letter
   d. The mail clerk decides whether the correspondence is worth forwarding to the addressee

3. List the main components of a business letter (in order of their appearance on the typed page).

   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________
   e. ________________________________
   f. ________________________________
   g. ________________________________

4. What question(s) should a writer answer when planning a business letter?

   a. Why write the letter?
   b. Who is to read the letter?
   c. What should be in the message?
   d. All of the above

5. Which is not a desirable quality of a business letter?

   a. The letter should read smoothly
   b. Use dramatic facts and figures to make a point whether they can be documented or not.
   c. Use specific words
   d. Utilize the proper psychological approach

6. Letters, postcards, bills, and statements are usually mailed _______________ class.

7. When information contained in a letter is factual and does not misrepresent matters, then it can be said to be ______________.

8. Which quality does not improve the appearance of business letters?

   a. Use of regular margins
   b. Use of ruled or lined paper
   c. Regular spacing of words and lines
   d. Use of white or letterhead paper

Letter Placement

Number of Lines Down

▼

14 - Date

4-8 - Inside Address

2 - Attention Line

2 - Salutation

2 - Subject

2 - Body of Letter

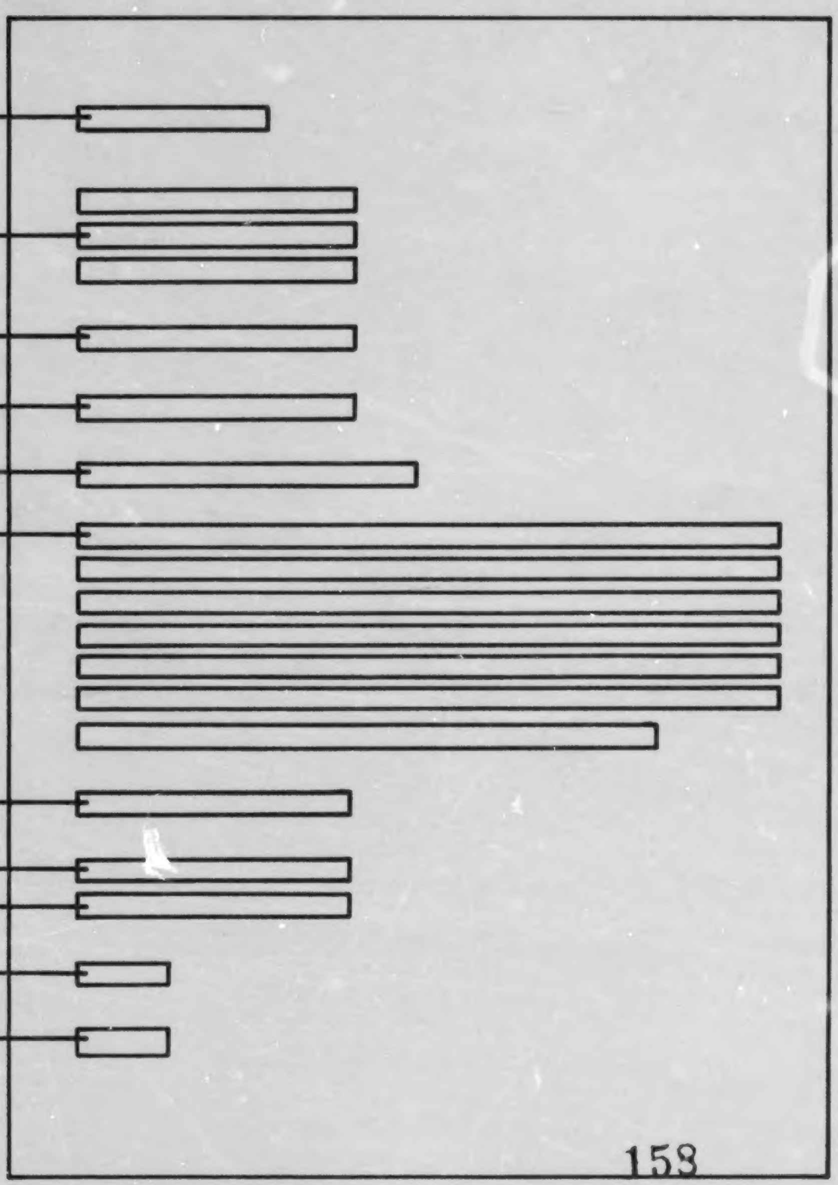
2 - Complimentary Close

4-6 - Name

1 - Writer's Title

2 - Typist's Initials

2 - Enclosure



WRITING LETTERS

There are many forms of written communication and many different occasions for writing. It pays to develop good letter-writing skills. A letter may be your first, and maybe only, introduction to another person. It can make a strong impression. If you are sending a resume to a possible employer, its appearance will make as much of an impression as its contents.

In business, letters may be the only chance to make a sale. Messages should be written clearly with correct grammar, spelling, and punctuation. Improper grammar quickly loses the attention of readers. The words and the condition of the page carry the whole message. There are no nonverbal clues or tones of voice. You need to state your feeling more explicitly: "It was good to hear from your." "Thank you again for the interview."

Reasons for Writing Letters

Letters are used for various reasons. They permit communication with people who live too far away to call inexpensively. Letters often have a specific business or social purpose. They may provide specific directions or details. If you are inviting a speaker to address your FFA chapter, you need to mention the date, place, time, name of your group and school, and directions on how to get to the meeting. You may want to suggest a topic for the speech. A farm manager might be asked to speak on crop production. Be specific and include all information.

Letters also provide a written record of agreements, arrangements, or specific information: "How much does the harvester cost?" "What are the rules for the livestock-judging contest?"

Importance of Good Letters

The appearance and content of your letter determine the impression you will make on the reader. Neatness, correctness, and good spelling and grammar are essential. The reader makes a judgment about you based on your letter: "Say, this person is neat and courteous. I could use someone like this as a sales representative." If the letter is sloppy or contains a lot of mistakes, it conveys another impression: "This is not the sort of person I want to meet my new customers."

A very important aspect of letter writing is the organization of what you want to say. The topic of the letter may be introduced briefly: "I want to apply for the job of forester that was advertised in the April Forestry Magazine." Then discuss as thoroughly as necessary what else needs to be said: "I have studied forestry in high school. I worked for Harding Lumber Company for three summers, both in the mill and cruising in the forest." If necessary, close the letter with a brief summary that pulls together the thoughts you have expressed. "I believe I am qualified for the job and I certainly an interested in it."

Writing A Good Letter

Every letter has certain basic parts. Business letters are more formal and have more parts than personal notes. But even personal letters have a basic form that depends on who will receive them. A thank-you note to a relative will be a little more formal than a chatty letter to a friend. The following are the basic parts of a letter:

- Address of writer
- Date letter is written
- Name and complete address of the person to whom the letter is written
- Salutation: "Dear Mr. Walker" or "Dear Claire." If you know the person well, use the first name; otherwise be more formal.
- Body of the letter, organized as follows: Purpose of letter: Applying for a job. Facts or requests for information organized into paragraphs: Your qualifications. A request for more details about the job in question. A concluding statement: Restate your interest in the job and your confidence that you can handle it.
- Closing: Phrases such as "Sincerely yours," or "Cordially" are used most often, especially in business correspondence.
- Your name: A signature. If the the letter is typed, your name should be typed below the signature, which is in ink.
- Your title or office, if you are writing a business letter.

Type business letters on plain white paper or business letterhead. Use even margins on both sides and at the top and bottom. Regular spacing of words and lines improves appearance. Never use notebook or lined for letters. Handwritten letters are acceptable for personal communication and generally are expected for letters of invitation, acceptance, regret, congratulations, appreciation, or condolence.

Handwritten letters should be neat and readable. Use a pen with blue or black ink. Form letters carefully. Use the same format as in typed letters. Make sure that all words are spelled correctly. When in doubt, use the dictionary.

Fold the letter so it opens ready to read. Make as few folds as possible to fit the envelope. Place a return address on the envelope on the upper left corner. To address the envelope, use the complete address, including the title of the person receiving the letter. In all written communication, carefully read what you have written and correct all errors. Read business letters more than once for errors.

From: Leadershop for Agricultural Industry, Stewart, B.R., 1978, McGraw-Hill, New York, New York.

UNIT IV - WRITTEN COMMUNICATIONS

Lesson 3: Preparing Resumes, Letters of Application, and Letters of Inquiry

Objectives: The student will be able to prepare a resume, letter of application, and an application form.

Study Questions:

1. What is a letter of application and why is it so important to job seekers?
2. What are the components of a good letter of application?
3. What is a letter of inquiry, and in what respect is it different from a letter of application?
4. Why is it important that application forms be appropriately and accurately completed?
5. What is a personal reference?
6. What is a resume, and what types of information are included on a resume?

References:

1. Human Relations In Agribusiness, Hillison and Crunkilton, 1980, McGraw-Hill, Chapter 3.
2. Handouts
    - a) HO-4: Writing a Letter of Application
    - b) HO-5: Letter of Application Skeleton
    - c) HO-6: Sample Letter of Application
    - d) HO-7: Sample Resume Format
    - e) HO-8: Sample Application For Employment

UNIT IV - WRITTEN COMMUNICATIONS

Lesson 3: Preparing Resumes, Letters of Application, and Letters of Inquiry

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask students to describe how they would go about getting a job. See if any have ever written a resume, and tell them how crucial a good resume can be to getting the job you "really want."

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to discuss how they would utilize a letter of application and why these can be so important to job hunters.

   What is a letter of application, and why is it so important to job seekers?

   1) A letter of application formally submits your request to be considered for hiring in an advertised position.
      a) This letter is representative of you - a prospective employer will form his/her first opinion from this.

2. Have the students outline the components of a letter of application. (Refer to HO-*: Skeleton of a Letter of Application.) Then have the students list the desirable attributes of a well composed letter of application. (Refer to HO-5.) Finally show HO-4 and compare this to the outlined qualities of a good letter of application. Does it measure up?

   What are the components of a good letter of application?

   1) Neatness, form and appearance
      a) Type or write in ink
      b) 8 1/2 x 11 plain white, unlined stationery
      c) Write on one side only
      d) Check grammar, spelling, punctuation
         (1) Avoid slang expressions and contractions
   2) Provide information
      a) Write to an individual
      b) Be brief and to the point
      c) State the position for which you are applying
      d) Explain your interest in the position
      e) Emphasize your key qualifications and strong points
      f) Say that your references are willing to speak in your behalf

        - g) Request for an interview (optional as it may be inappropriate or presumptuous)
        - h) Supply your phone number and address
    - 3) Creativity
        - a) Be creative to get the employer attention but be businesslike
    - 4) End the letter pleasantly and correctly
        - a) Thank them for their consideration
        - b) Complimentary close
    - 5) Use your return address and the correct date
    - 6) Include all specifics mentioned in the advertisement for the job
        - a) Read the advertisement thoroughly
        - b) This letter could be a test to see if you can follow directions.

3. Discuss what a letter of inquiry is and have the students describe how it will differ from a letter of application.

    What is a letter of inquiry, and in what respect is it different from a letter of application?

    - 1) A letter of inquiry merely asks that you be considered for (or notified of) positions with the company for which you might be qualified or which might become available.
        - a) All the rules for letters of application also apply to letters of inquiry
        - b) You will not be able to relate your qualifications directly to the requirements
            - 1) State your background and experience
            - 2) Express your desire to work for the company
        - c) Address letter to the personnel manager

4. Discuss the use of application forms. Ask which students have filled one out before and have them relate their experiences with application forms. Examine HO-8.

    Why is it important that application forms be appropriately and accurately completed?

    - 1) Information you supply your prospective employer via the application form will help decide whether you get hired or not.
        - a) Neatness counts, type if possible or print with an ink pen.
        - b) If a question does not apply, indicate so by writing N/A in the appropriate place.
        - c) Write "negotiable" when asked about a salary if you are not comfortable with a dollar figure.
        - d) Only offer information about handicaps (when asked) that might affect your job performance.

5. Ask students to discuss why personal references are important and have them give examples of possible references (their vocational

agriculture teacher is an excellent reference). Discuss the implications for having outstanding references.

What is a personal reference?

1. A person, other than a family member, who knows you and will be able to tell your employer about your character and qualifications for the position.
    a) Most employers will ask you to supply the name, addresses, and telephone numbers of two or three references
        1) Get prior permission to use the people as references.
        2) Sometimes you will be required to supply "letters of reference."

6. Ask students to describe what a resume is. Discuss how a resume is used. Use HO-7 to illustrate the kinds of information included in a resume.

What is a resume, and what types of information are included on a resume?

1) A resume is a personal data sheet.
    a) Summarizes your educational background
    b) No longer than one page
    c) School attendance and employment should be listed from most recent (or current) to least recent
    d) Include only pertinent information
    e) May want to include your SOE program
    f) A resume is always typed
    g) There are many different formats for resumes. Your library will have references available about resume writing.

F. Other Activities

Have the students prepare one letter of inquiry, one letter of application and a resume.

G. Competency

Prepare a resume, letter of application, and an application form.

H. Answers to Evaluation

The Product Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1. D
2. B
3. Application form
4. Letter of application
5. D
6. Personal References
7. D
8. Resume

Written Communications Product Checklist

Student's Name ______________________________ **Date** ______________

Product to be evaluated ____

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least ____ out of ____ points.

Action	Very Weak	Below Average	Average	Superior	Excellent
1. Concise and to the point	____	____	____	____	____
2. Format acceptable	____	____	____	____	____
3. Neat	____	____	____	____	____
4. Grammatically correct (sentences and punctuation)	____	____	____	____	____
5. Information accurate	____	____	____	____	____
6. Meanings clear (words used correctly)	____	____	____	____	____
7. Spelling correct	____	____	____	____	____
8. Smooth flow	____	____	____	____	____
9. Information organized	____	____	____	____	____
10. General appearance (margins, spacing, etc.)	____	____	____	____	____

Comments:

Total Points Achieved ______

Total Points Possible ______

Minimum Mastery Level ______

Lesson 3: Preparing Resumes, Letters of Application, and Letters of Inquiry

EVALUATION

Choose the best answer or fill in the blank as appropriate.

1. A letter of application

   a. Should be short and fairly vague
   b. Should include your desired salary
   c. Is representative of yourself
   d. Is never hand written

2. A letter of inquiry

   a. Is the same thing as a letter of application
   b. Will not relate to specific job qualifications
   c. Is not as important as a letter of application
   d. Should include your desired salary

3. An ________________________ will be supplied by your prospective employer and will provide information that will help the employer decide whether to hire you.

4. A ______________ of ______________ formally submits your request to be considered for hiring in an advertised or specific position.

5. Which is a component of a good letter of application?

   a. Written on 8 1/2 x 11, white, unruled paper
   b. Is short and to the point
   c. Emphasizes your qualifications and strong points
   d. All of the above

6. ______________ ______________ are persons who know you and will be able to tell your employer about your character and qualifications.

7. Which is not an appropriate personal reference?

   a. Clergyman
   b. Vo-Ag instructor
   c. Former employer
   d. Father

8. A ______________ is a personal data sheet which should include work experience, educational background, and personal data.

WRITING A LETTER OF APPLICATION

Letters of application or letters requesting an interview should be brief and to the point, rarely more than one page in length. If you first prepare a personal inventory, "selling yourself" on paper should be easier. Naturally, it is advisable to attach a personal data sheet to your letter.

1. Consider letter form and appearance.
    - A. Write neatly in ink or type.
    - B. Use only one side of 8 1/2 x 11 plain white unlined paper.
    - C. Check spelling, punctuation, and grammar, avoiding contractions and slange expressions.
2. Provide information.
    - A. Write to an individual person.
    - B. Be short and to the point.
    - C. List the position for which your are applying.
    - D. Explain why you are interested in the job.
    - E. Direct the employer's attention to the key points on your personal data sheet.
    - F. State that you have the permission of the persons listed under personal references.
    - G. Ask for an interview at the employer's convenience.
    - H. Tell how and where you can be reached by mail and phone.
3. Be creative in your approach.
    - A. Get employer's attention in the first paragraph.
    - B. Be brief and businesslike.
4. End the letter correctly.
    - A. Use a complimentary close.
5. Use your return address and the correct date.

6. Include all specifics mentioned in the advertisement for the job in the order they appear in the ad. Read through the advertisement completely before answering in letter. Some employers will test your ability to follow instructions.

From: Getting A Job, Marketing/Distributive Education Curriculum Series, Instructional Materials Laboratory, University of Missouri-Columbia.

LETTER OF APPLICATION SKELETON

Street and Number
City and State, Zip
Date

Name of Addressee
Title of Addressee
Place of Business
Street and Number
City and State, Zip

Salutation,

Lead-In Paragraph

Supplementary Paragraphs - As many as necessary to bring out relevent information which will strengthen your candidacy

Complimentary Close,

Signature

Typewritten Name

Enclosures

From: Getting A Job, Marketing/Distributive Education Curriculum Series, Instructional Materials Laboratory, University of Missouri-Columbia.

SAMPLE LETTER OF APPLICATION

215 Eastwood
Decatur, Missouri 65201
May 31, 19--

Mr. Arthur Wilford
Cattleman's Supply Company
Nextown, MO 63411

Dear Mr. Wilford:

Please consider this letter an application for the position of salesperson with Cattleman's Supply Company.

In May I graduated from Overtown High School where I completed four years of Vocational Agriculture. A summary of my high school courses, grades, and previous work experience is included on the enclosed personal data sheet.

While enrolled in the Vocational Agriculture program, I received work experience with Mr. Jim Reeves of the James Farm Store here in Decatur. Mr. Reeves has given me permission to use his name as a reference.

I enjoyed my work experience with the James Farm Supply and I would like to continue in this line of work. I would appreciate the opportunity to come in and discuss this matter with you at your convenience. I may be reached at the above address or by telephone at (816) 747-2432. I will look forward to hearing from you.

Sincerely,

Judy Berry

Enclosure

HO-7

Sample Resume Format

Personal Data

Name:
Birthdate:
Address:
*Height:
City and State:
*Weight:
Telephone:

Social Security No.:

Education and Training

Previous Employment

Extra-Curricular Activities in School

Present Interests

References

*Optional

APPLICATION FOR EMPLOYMENT

Name ______________________ Last First Middle ______________________ Social Security Number ______ Date

Address ______________________ Home Telephone Number ______________________

City ____________ State ____________ Zip Code ____________ Period of Residence ____________

Previous Address ______________________ Street City State Zip Code ____________ Period of Residence

Position Applying For ____________ When Available ____________ Salary Expected ____________

Have you previously applied for work with us? ( ) Yes ( ) No If yes, when ____________

Referred By (Name) ______________________

Is there anything that would prevent you from performing the duties of the position for which you are applying? ( ) Yes ( ) No

If yes, explain ______________________

Are you currently under the care of a doctor? ( ) Yes ( ) No If yes, describe in full ____________

Have you ever been convicted of a felony? ( ) Yes ( ) No If yes, describe in full ____________

Do you have a Driver's License? ( ) Yes ( ) No If yes, give number and state issued ____________

Person to notify in case of emergency ____________ Relationship ____________ Phone ____________

EDUCATIONAL DATA

SCHOOL	NAME	CITY & STATE	MONTH & YEAR FROM	MONTH & YEAR TO	DEGREE OR GRADE LEVEL COMPLETED	AREA OF SPECIALTY
Grade						
High						
College University						
Graduate School						
Trade, Business or Other						
Special Skills (List)					Typing Speed WPM	Shorthand Speed WPM

MILITARY SERVICE

Veteran of U.S.? ( ) Yes ( ) No Reserve Status ____________ Draft Status ____________

Armed Forces Branch ____________ Serial Number ____________

Dates of Duty From Month ______ Date ______ Year ______ To Month ______ Date ______ Year ______

Type of Duties Performed ______________________

Service Schools and other Special Training ______________________

INCORPORATED, considers all qualified applicants without regard to Race, Color, Religion, National Origin, Sex, Age, Handicap, Disabled Veterans or Veterans from the Vietnam Era.

HO-8

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RECORD OF PREVIOUS EMPLOYMENT

(Detailed explanation may be attached to indicate any special employment experience)

PAST EMPLOYERS	Department(s) Worked	Supervisor(s) Name	Position(s) Held	Employed		Rate Of Pay	Reason For Leaving
Company Name, Address, Phone Number				From	To		

You may contact all of the above listed employers except ____________________

For Applicant's additional comments or information not covered by the Form, such as; career, interests, plans, objectives, etc. ____________________

This Company complies with Title VII of the Civil Rights Act of 1964 (as amended), Executive Order 11246, Sec. 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974 and Sec. 503 of the Rehabilitation Act of 1973 (as amended).

This Application will be retained in our active files for one (1) year only. If you wish to submit another application after this period of time, please feel free to do so.

I agree to abide by all the rules of the Company and will obey the orders and instructions of my supervisor. I will use and wear all safety appliances furnished me by the Company and will be careful in my work and not expose myself or other workers to unnecessary dangers.

In the event of my employment, I understand that a physical examination may be required to be passed.

It is understood that false statements on this application may result in my dismissal.

Signature of Applicant ____________________ Date ____________________

FOR EMPLOYER'S USE (AFTER EMPLOYED)

Division ________________ Department ________________ Position ________________

Date Employed ________________ Wage and Hour Status ( ) Exempt ( ) Non Exempt ( ) Other ________________

Salary ________________ Date of Birth ________________ Marital Status ________________

Other ________________

AGRICULTURAL BUSINESS

Unit V - Selling and Salesmanship

LESSONS:

1. What is selling and salesmanship in agriculture?
2. What skills do you need to develop for selling in agriculture?
3. How do you determine the needs and wants of your customers?
4. How do you prepare for and approach the potential customer?
5. How do you present agricultural supplies and products?
6. What is the technique of suggestion selling?
7. What are the best ways to handle resistance?
8. How do you close a sale?

OBJECTIVES:

1. Given a written evaluation, the student will identify the importance of each person "selling" in agribusiness with 75% accuracy.*
2. Given a written evaluation, the student will identify the skills needed to sell in agriculture with 75% accuracy.
3. Given a written evaluation, the student will select appropriate methods of meeting customer needs with 75% accuracy.
4. Given a product and a role playing situation, the student will approach the potential customer as evidenced by 75% mastery of the performance checklist.
5. Given a product and a role playing situation, the student will give a sales presentation of agricultural supplies and products as evidenced by 75% mastery of the performance checklist.
6. Given a written evaluation, the student will describe the technique of suggestion selling with 75% accuracy.
7. Given a product and a role playing situation, the student will effectively handle resistance during a sales presentation as evidenced by 75% mastery of the performance checklist.
8. Given a product and a role playing situation, the student will close a sale as evidenced by 75% mastery of the product checklist.

* NOTE: Percent accuracy to be set by instructor to reflect passing grade in their school system.

COMPETENCIES TO BE DEVELOPED:

1. Identify the importance of each person "selling" in agribusiness.
2. Identify the skills needed to sell in agriculture.
3. Select appropriate methods of meeting customer needs.
4. Approach the potential customer.
5. Give a sales presentation of agricultural supplies and products.
6. Describe the technique of suggestion selling.
7. Effectively handle resistance.
8. Close a sale.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Have students interview a local salesperson.
2. Have a salesperson give a first-rate sales presentation.
3. Compare salaries and numbers of jobs available in sales to other agribusiness careers.
4. The class could discuss the good and bad points of buying experiences that they have had.
5. Have the students conduct individual selling demonstrations.
6. For practical experience, involve students in the sale of items for regular fund raising activities.
7. The following is a list of suggested "movtivational" or "positive thinking" tapes which can be used as additional inspiration for students planning a career in sales and can be used to improve upon the stereotyped image of salespeople.

   "I Can"--Beginning Course, Zig Ziglar/Mamie McCullough, Positive Life Attitudes for America, 13642 Omega, Dallas, Texas, 75234.

   Sell It! With the Million Dollar Attitude, Joel Weldon, Nightingale-Conant Corporation, 7300 N. Lehigh Avenue, Chicago, IL, 60648.

   The Psychology of Winning, Dr. Denis Waitley, Nightingale-Conant Corporation, 7300 N. Lehigh Avenue, Chicago, IL, 60648.

   Lead the Field (Acres of Diamonds), Earl Nightengale, Nightingale-Conant Corporation, 7300 N. Lehigh Avenue, Chicago, IL, 60648.

GETTING READY FOR THIS UNIT

A. References and Materials:

The references and materials listed below are only suggestions. The lessons, however, are largely based upon materials therein. This does not necessitate their exact use. Using the suggested text(s) or other selected reference materials should be sufficient to successfully teach the unit.

1. Selling in Agribusiness. 1st ed. Miller, Larry E. New York, NY: McGraw-Hill, 1979.
2. Human Relations in Agribusiness. 1st ed. Hillson/Crunkilton, New York, NY: McGraw-Hill, 1980.
3. Handouts and transparencies for this guide are available from the Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri - Columbia, Columbia, MO 65211.

B. Advance Arrangements

1. You may want to schedule in advance a salesperson to come in and do a sales presentation.

EVALUATION:

1. Give short objective tests at the end of each lesson and at the end of the unit.
2. Observe changes in behavior as evidence of an improved ability of the students to deal with problems in this unit using background acquired from earlier units.
3. Observe students attempts to solve similar problems in their supervised occupational experience programs.
4. Instructors are urged to adapt the product/performance checklists to classroom situations. The number of points for mastery should be determined to reflect a passing grade, and items which must be completed satisfactorily should be indicatied. The student should be allowed to review the checklist before attempting mastery.

UNIT V - SELLING AND SALESMANSHIP

Lesson 1: What is selling and salesmanship in agriculture?

Objective: The student will be able to identify the importance of each person "selling" in agribusiness.

Study Questions:

1. What is selling, and what are its basic functions in agriculture?
2. How are sales occupations categorized in agribusiness?
3. What are some of the advantages and disadvantages of a selling career?
4. Who is involved in selling in an agribusiness?

References:

1. Selling in Agribusiness, 1st ed., Miller, Larry E., Chapter 1.
2. Transparency Master
   a) TM-1: Selling to Farmers

UNIT V - SELLING AND SALESMANSHIP

Lesson 1: What is selling and salesmanship in agriculture?

TEACHING PROCEDURES

A. Introduce the unit. Point out to the students that all careers in agribusiness have some contact with sales or are a function of sales. Every person is involved with sales we all need to sell ourselves to employers.

B. Motivation

Talk to the students about salaries, some of the highest paid professions are salespeople. The sales profession has good lines of advancement. Have students collect newspaper clippings of job openings for sales personnel.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to give some definitions of selling. Use TM-1 to emphasize the selling of goods and services to farmers.

   What is selling, and what are its basic functions in agriculture?

   1) Selling - A transaction that occurs when someone exchanges services or goods for some valuable medium of exchange such as money. There is usually some form of persuasion involved.
   2) Selling goods and services to farmers and ranchers
      a) Largest area of sales in agriculture
      b) Includes both large and small retail agribusinesses
   3) Selling for the farmers and ranchers (Note: Exceptions are farmers who sell direct to consumers).
      a) Sell products direct to consumers
      b) Sell products to processors
      c) Sell products to wholesalers or distributors
      d) Sell products to retailers
   4) Providing information
      a) Covers all areas retailers, wholesalers, consumers, farmers, and ranchers
      b) New technology
      c) Cost
      d) Availability
      e) Operation

2. Ask the students how sales occupations are grouped in agribusiness.

   How are sales occupations categorized in agribusiness?

1) By what the buyer does with the product
    a) Wholesalers - sells to retailers
    b) Retailers - sells to consumers
    c) Consumers - uses the product
2) By how the salesperson is paid
    a) Commission - a percentage of the sales
    b) Straight salary - a set amount
    c) Combination - both salary and commission; usually a base wage plus commission
3) Miscellaneous categories
    a) Size or type of agribusiness
    b) Training
    c) Type of product sold
        (1) Tangible; something you can see and feel
        (2) Intangible; information

3. Ask the students what they feel are some advantages to selling as a career. Then ask them what might be some disadvantages.

What are some of the advantages and disadvantages of a selling career?

1) Advantages
    a) Freedom to develop your own style of selling
    b) Varied activities
    c) Meeting new people
    d) Providing goods and services for people's needs
    e) Usually well-known in the community
    f) Good salespersons can readily find jobs
2) Disadvantages
    a) Sometimes work long hours
    b) Deal with customer dissatisfaction or slow payments

4. Ask the students to name the persons in an agribusiness who are involved in selling. Emphasize the fact that whatever position you have in an agribusiness you are involved in sales.

Who is involved in selling in an agribusiness?

1) Everyone contributes to the sales in an agribusiness.
    a) All employees contribute to the overall image of the company.
        (1) Appearance
        (2) Attitude toward customers and the company
        (3) Personal character
    b) Every job reflects on the quality of products or services provided by an agribusiness. For example, if you sell quality products but have poor service, you will lose customers.
    c) Every employee helps make sales by doing the most efficient job possible so that products and services can be provided at the lowest cost.

F. Other Activities

G. Competency

Identify the importance of each person "selling" in agribusiness.

H. Answers to Evaluation

1. A transaction that occurs when someone exchanges services or goods for some valuable medium of exchange such as money.
2. T
3. F
4. T
5. T
6. F

Any two of the following or others as determined by instructor.

7. Retailer
   Wholesaler
   Consumers

8. Commission
   Straight salary
   Combination

9. Size or type of agribusiness
   Training
   Type of product sold

10. Freedom
    Meeting people
    Community prominence
    Varied activities
    Fulfilling needs
    Find jobs easily

11. Long hours
    Away from home
    Dissatisfied customers
    Slow payments

UNIT V - SELLING AND SALESMANSHIP

Lesson 1: What is selling and salesmanship in agriculture?

EVALUATION

1. Give a definition of selling.

The statements below are either true or false. Circle "T" if the statement is true; circle "F" if the statement is false.

T F 2. The largest area of sales in agriculture is providing goods and services to farmers.

T F 3. Salespersons are not sources of new technology.

T F 4. Farmers selling their products directly to consumers is a part of selling in agriculture.

T F 5. Salespersons should be able to provide information on the operation of their products.

T F 6. The service manager in an agribusiness has nothing to do with selling.

Give two examples of how agribusiness careers are categorized under each of the three categories.

7. By what the buyer does with the product.

a) ______________________ b) ______________________

8. By how the salesperson is paid.

a) ______________________ b) ______________________

9. Miscellaneous categories.

a) ______________________ b) ______________________

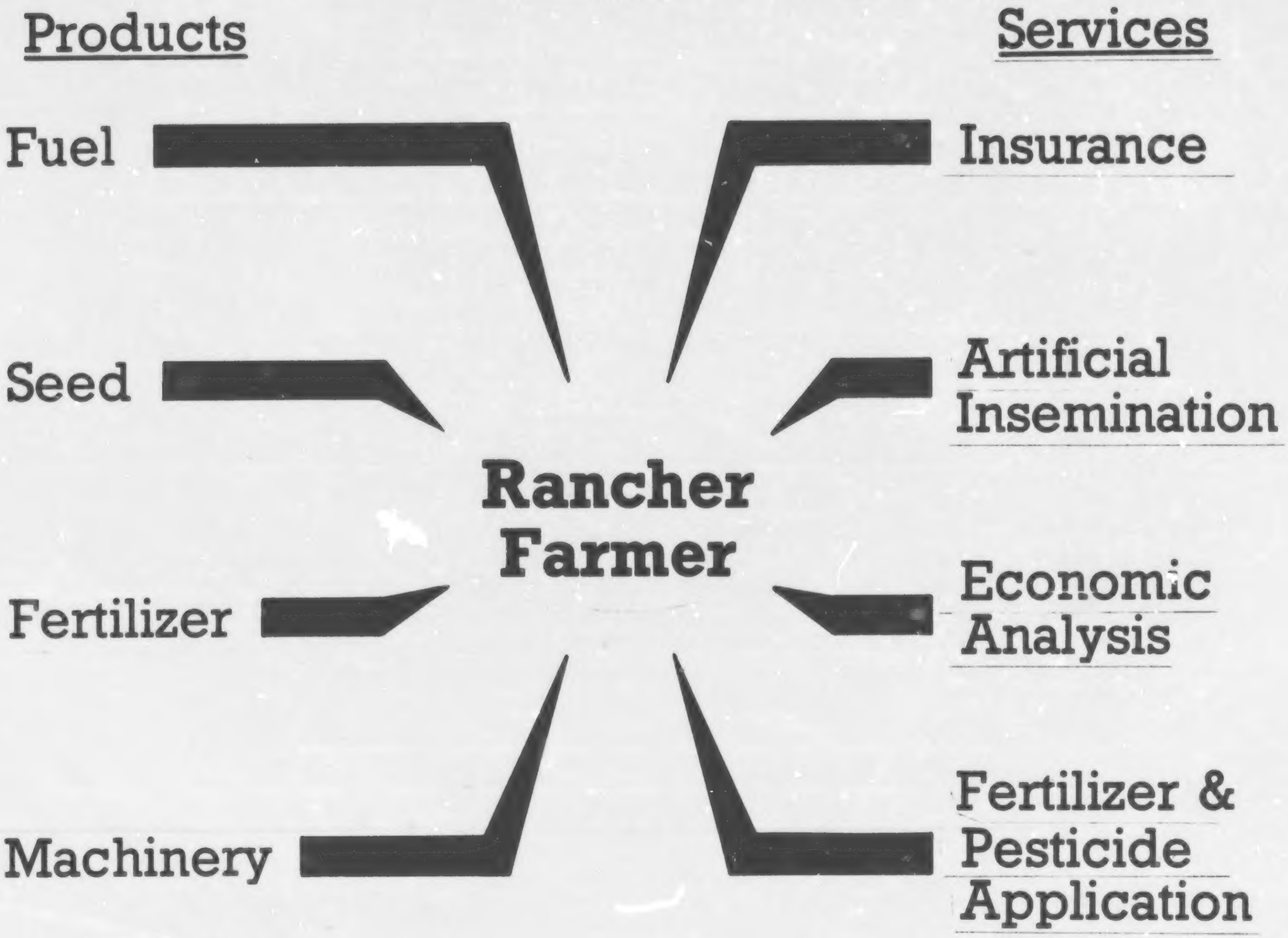
10. List two advantages of a sales career.

a) ______________________ b) ______________________

11. List two disadvantages of a sales career.

a) ______________________ b) ______________________

Selling To Farmers



Products

- Fuel
- Seed
- Fertilizer
- Machinery

Rancher Farmer

Services

- Insurance
- Artificial Insemination
- Economic Analysis
- Fertilizer & Pesticide Application

UNIT V - SELLING AND SALESMANSHIP

Lesson 2: What skills do you need to develop for selling in agriculture?

Objective: The student will be able to identify the skills needed to sell in agriculture.

Study Questions:

1. What are the personal skills needed in selling?
2. How are you to deal with different groups as a salesperson?
3. What are some communication skills needed?
4. What are some technical skills needed?

References:

1. Selling in Agribusiness, 1st ed. Miller, Larry E., Chapter 2.

UNIT V - SELLING AND SALESMANSHIP

Lesson 2: What skills do you need to develop for selling in agriculture?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Give an example of a situation in which a salesperson didn't show good skills in selling. Have the students discuss where they failed.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students what they feel are the most important personal skills or abilities that a successful salesperson needs.

What are the personal skills needed in selling?

1) Ability to relate to people
    a) Personality
        (1) Outgoing
        (2) Enjoy working with people
    b) Tact
        (1) Sensitive to people's feelings
        (2) Make people feel comfortable
        (3) Avoid offending or arguing with people
    c) Courtesy
        (1) Put the customer first
        (2) Use good manners
        (3) Speak in a friendly manner
    d) Initiative
        (1) Show the customer your interest in his needs
        (2) Direct the conversation toward a sale
    e) Persistence
        (1) Keep improving your skills
        (2) Keep trying new methods of selling
        (3) Don't give up easily
    f) Enthusiasm
        (1) Show interest in people
        (2) Be confident and excited about your job and products or services
2) Good health
    a) How you are feeling is reflected to others
    b) Sales is an active career
3) Personal appearance and grooming
    a) You need to sell yourself to sell your product
    b) Need to look good to impress people favorably
        (1) Posture
        (2) Dress

        (3) Personal hygiene
    4) Ethical standards
        1) Deal honestly with people
        2) Tell the truth about your product
        3) Do what is morally right

2. Ask the students to list the different groups of people they will have to deal with as a salesperson. Write these on the board and then ask the students how they would have to specifically deal with each group.

    How are you to deal with different groups of people as a salesperson?

    1) Customer
        a) If you are familiar with them, call them by name.
        b) Be friendly and happy to see them.
        c) Listen to the customer.
        d) Don't argue with the customer.
        e) Thank the customer for their patronage.
    2) Coworkers
        a) Need to cooperate with one another to be productive
        b) Need to be courteous for a good working atmosphere
    3) Supervisors
        a) Be courteous and friendly
        b) Try to keep communication channels open
        c) Good relationships help keep channels of promotion open
    4) Suppliers
        a) Need to treat them like you want your customers to treat you
        b) Remember you depend on them to supply products for your customers
        c) They are also good sources of information

3. Ask the students what communication skills are important in sales, list each of them on the board. Then ask what importance each has in selling.

    What are some communication skills needed?

    1) Listening
        a) Listen so you can understand your customers' needs
            (1) Don't interupt
            (2) Don't jump to conclusions
            (3) Don't let your mind wander
        b) Listening shows the customer you are interested.
    2) Reading
        a) To understand directions and instructions
        b) To keep abreast of new technology
        c) To keep up on news in the community
    3) Writing
        a) Neat so that it can be understood
        b) Accurate for order taking
        c) Reports
        d) Letter writing

4. Ask the students what two areas of technical knowledge are important to a salesperson. List these on the board. Ask what factors they would need to know about each area, and list them.

   What are some technical skills needed?

   1) Product or service knowledge
      a) Correct and accurate information
      b) Adequate information
      c) New technology
      d) Current laws and regulations
      e) Pricing
      f) Manufacturer and process
   2) Competition knowledge
      a) Know your competitor's product or service as well as your own.
         (1) To point out advantages
         (2) To counter objections

F. Other Activities

G. Competency

Identify the skills needed to sell in agriculture.

H. Answers to Evaluation

1. T
2. T
3. F
4. F
5. T
6. T
7. F
8. F
9. F
10. T

UNIT V - SELLING AND SALESMANSHIP

Lesson 2: What skills do you need to develop for selling in agriculture?

EVALUATION

The statements below are either true or false. Circle "T" if it is true; circle "F" if it is false.

T F 1. One important skill for an agricultural salesperson is dealing with people.

T F 2. An example of courtesy is thinking of the customer first.

T F 3. Showing tact is pointing out to a customer that he is wrong.

T F 4. One way to succeed as a salesperson is to move in on a sale started by another coworker.

T F 5. Having knowledge about your competitor is a good sales skill.

T F 6. Keeping a high standing with your supplier may help you better meet the needs of your customers.

T F 7. You don't need good writing skills as a salesperson.

T F 8. Maintaining your appearance and good health is an insignificant part of selling.

T F 9. Being persistent includes selling products and services to a person who doesn't need them.

T F 10. The skill of listening is as important as that of speaking.

UNIT V - SELLING AND SALESMANSHIP

Lesson 3: How do you determine the needs and wants of your customers?

Objective: The student will be able to select appropriate methods of meeting customer needs.

Study Questions:

1. What are the four groups of customers who we will deal with in agribusiness?
2. What are thr four commonly recognized steps most people go through when making a purchase?
3. What motivates people to buy?
4. What methods can you use to determine and fill customers' wants and needs?
5. How can knowing the type of customer help you meet their needs?
6. What are ways of preventing customer complaints?

References:

1. Selling in Agribusiness, 1st ed. Miller, Larry E. Chapter 4.
2. Human Relations in Agribusiness, Hillson/Crunkilton, Chapter 8.
3. Assignment Sheets
   a) AS-1: Product Analysis Sheet
   b) AS-2: Dealing With Customers

UNIT V - SELLING AND SALESMANSHIP

Lesson 3: How do you determine the needs and wants of your customers?

TEACHING PROCEDURES

A. Review the previous lesson. Lesson 2 of Unit II should also be reviewed.

B. Motivation

Point out to the students the main objective in sales is to supply the needs and wants of a customer. Having a basic understanding of what motivates people to buy and how to appeal to those motives can make you a successful salesperson.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to describe the groups of people we will deal with in agribusinesses. List these on the board. Discuss how to deal with each group.

   What are the four groups of customers we will deal with in agribusiness?

   1) Prospective clients - found primarily in retail businesses with no specific purchase in mind
   2) Client - someone with a fairly definite idea of what he or she wants
   3) Casual visitors - people with no purchases in mind, may not even be shopping; found in all areas of agribusiness
   4) Clients with complaints - found in all areas of agribusiness
      a) Superiors will have definite protocol for handling customer complaints
      b) New employees should discuss with their supervisor the steps for handling customer complaints

2. Have students recite the steps involved when making a purchase. List these on the board. Discuss why the salesperson needs to be aware of these steps.

   What are the four commonly recognized steps that most people go through when making a purchase?

   1) Step 1: Attention - engage the person's thoughts
   2) Step 2: Interest - attractiveness or usefulness of the item(s)
   3) Step 3: Desire - difinitely wanting the item
   4) Step 4: Action - the client makes a decision

3. Ask the students why they might want to buy a car; list their reasons on the board. Divide the reasons into needs and wants. Then subdivide needs and wants into categories.

What motivates people to buy?

1) Basic human needs
    a) Refer to Maslow's Hierarchy of Needs (See Lesson 2 of Unit II.)
2) Wants
    a) Those things that are desirable but are not essential to survival.
3) Other factors which influence buying
    a) Money
        (1) Determines quality and quantity
    b) Priorities
        (1) Determine most essential need
    c) Self-confidence
        (1) Having the assurance that you have what it takes to get the job done right and on time
    d) Self-expression
        (1) One's goals, likes, or dislikes
4) Meeting needs and wants
    a) People's strongest motivation is for their basic needs of food, shelter, safety.
    b) Once a need is met there is no longer any drive to meet that need.
    c) Satisfying one need may provide for satisfaction of other needs at the same time.
    d) Needs can usually be satisfied in more than one way.
    e) Although people may have a lot in common (such as the same amount of income) they will fulfill their needs in different ways.
    f) Some buying is based on emotions such as love or recognition.
    g) Some buying is based on rational motives such as cost, quality, and service.
    h) Needs that are not apparent at the time can be activated by a salesperson.

4. Ask the students how they can determine the wants and needs of potential customers. Explain that understanding what the customers' needs are assists the salesperson in meeting those needs and is an important step in becoming successful at selling. Use AS-2 to help students understand how to relate product features to customer's needs.

What methods can you use to determine and fill customer wants and needs?

1) Methods to determine needs
    a) Direct questions and answers
    b) Observe what merchandise the customers look at
    c) Watch facial expressions
    d) Listen carefully

        - (1) To what they say
        - (2) How they say it
    - e) Don't judge needs by customer appearance
    - f) Don't jump to conclusions
- 2) Methods to fulfill needs
    - a) Relate product benefits that best fits your customer's needs
        - (1) Remember the customer buys satisfaction
        - (2) Most important is what the product does for the customer
        - (3) Convert technical knowledge into understandable terms
    - b) Points to remember when explaining product facts
        - (1) Put facts into terms customers can understand
        - (2) Relate facts to customer benefits
        - (3) Be enthusiastic and positive
        - (4) Demonstrate the features
        - (5) Don't just state facts to show off your knowledge
        - (6) Use facts as a tool to persuade customers to buy

5. Ask the students how knowing the type of customer might help them direct their sales effort effectively. Remind them not to jump to conclusions or judge by appearances, but that being aware of certain behavior patterns is helpful in filling customers' needs. Use AS-3 to help students identify customers and how to meet their needs.

How can knowing the type of customer help you meet their needs?

- 1) Methods of dealing with certain types of customers
    - a) Talkative customer
        - (1) Listen attentively
        - (2) Direct the conversation toward the product
        - (3) Don't lose patience
        - (4) Don't show irritation
    - b) Indecisive customer
        - (1) Provide facts about your product or service
        - (2) Provide information patiently to reinsure the customer
    - c) Know-it-all customer
        - (1) Let them confirm the facts
        - (2) Don't compete
        - (3) Don't argue
        - (4) Ask their advice if appropriate
        - (5) Try to agree with what they're saying
    - d) Silent customer
        - (1) Ask intelligent questions to stimulate conversation
        - (2) Watch closely for buying cues
        - (3) Be patient
    - e) Disagreeable customer
        - (1) Don't show anger
        - (2) Don't hurry them
        - (3) Be patient
        - (4) Admit to any disadvantages of your product

f) Delaying customer
  (1) Show sound facts why they shouldn't delay
  (2) Show confidence in yourself and your product
g) Decisive customer
  (1) Keep your sales presentation short
  (2) Be decisive and direct
  (3) Allow them to state their conclusions
h) Customers in a hurry
  (1) Approach them immediately
  (2) Determine their needs quickly
  (3) Complete the sale

6. Ask students how they would prevent and deal with dissatisfied customers. Discuss.

What are ways of preventing customer complaints?

1) Best to try to avoid creating dissatisfied customers
  a) Make sure warranty is understood
  b) Avoid selling a customer goods not needed or wanted
  c) Help the customer make the right decision
2) Each agribusiness will have set policies for handling complaints. New employees should become familiar with these procedures.

F. Other Activities

G. Competency

Select appropriate methods of meeting customer needs.

H. Answers to Evaluation

1.	1.	f
	2.	d
	3.	a
	4.	b
2.	1.	x
	2.	
	3.	
	4.	x
	5.	x
	6.	
	7.	x
	8.	
	9.	x
3.	1.	e
	2.	c
	3.	d
	4.	a

Answers to Assignment Sheets

AS-2 Product Analysis Sheet
Teacher's judgement

AS-3 Dealing With Customers

1. Decisive
2. Talkative
3. Know-it-all

Methods for dealing with these types should include points from discussion question three or other acceptable criteria as determined by instructors.

UNIT V - SELLING AND SALESMANSHIP

Lesson 3: How do you determine the needs and wants of your customers?

EVALUATION

1. Match the terms on the left to the definition which best fits by placing the appropriate letter in the blanks provided.

_____ 1. Money

_____ 2. Client

_____ 3. Priorities

_____ 4. Wants

_____ 5. Self-expression

a. Thing desired but not essential

b. Likes or dislikes

c. Having enough to meet the need

d. has a fairly good ieda of what they want

e. Determines most essential need

f. Determines quality or quantity to be purchased

2. For each true statement below, place an "x" in the blank provided.

_____ 1. Satisfying one need may fulfill another.

_____ 2. You should jump to conclusions when listening to a customer.

_____ 3. Using high technological terms is a good way to describe your product.

_____ 4. Watching facial expressions can help you determine needs.

_____ 5. Needs not apparant, may be activated by a salesperson.

_____ 6. A customer is buying a product not satisfaction.

_____ 7. As a new employee, it is a good idea to talk to your supervisor about handling customer complaints.

_____ 8. It does not hurt to stretch the truth about a product so you can make a sale.

_____ 9. The four steps of making a purchase are: attention; interest; desire; and action (AIDA).

3. Match the descriptions on dealing with customers which best fit the type of customer on the left, by placing the appropriate letter in the blank provided.

_____ 1. Talkative

_____ 2. Silent

_____ 3. Delaying

_____ 4. Decisive

a. Allow them to state their conclusions

b. May even ask for advice

c. Watch closely for buying clues

d. Show why it is important to buy now

e. Direct the conversation towards the product

AS-1

PRODUCT ANALYSIS SHEET

Using a product of your choice, list at least five selling features of the product. These features should be similar to the list below. Convert these selling features into benefits while keeping customer needs in mind.

- Color
- Size
- Shape
- Texture
- Finish
- Feel
- Packaging
- Pattern
- Design
- Price
- Odor
- Taste
- Construction
- Usability
- Versatility
- Serviceability
- Durability
- Comfort
- Convenience

PRODUCT

____

Features	Benefits
Example: Chainsaw Design	The new antivibration design will reduce operation fatigue
1.	
2.	
3.	
4.	
5.	
6.	

DEALING WITH CUSTOMERS

Below are some problems in which you are to assume the salesperson's role. By the behavior described, determine the type of customer and state two ways to deal with the person when making a sale.

1. Tom has entered the local co-op hardware store. You notice that he goes straight to the hand tool aisle, picks up a level, and starts toward you.

   Type of customer ____________________

   a.

   b.

2. You approach Mrs. Smith in an aisle, she immediately looks up at you and starts talking about the upcoming town rodeo. You mention that there is a special on the garden gloves in front of her, and she starts talking about how pretty her roses are.

   Type of customer ____________________

   a.

   b.

3. While making your rounds as a local machinery salesperson you stop at the M_____ farm. You know he needs a new tractor. He starts talking to you about the horsepower, conviences, and features of your brand of tractor compared to other brands. When you explain a feature, he corrects your statements and continues to tell about additional benefits.

   Type of customer ____________________

   a.

   b.

UNIT V - SELLING AND SALESMANSHIP

Lesson 4: How do you prepare for and approach the potential customer?

Objective: The student will be able to approach the potential customer.

Study Questions:

1. What are the five stages in making a sale?
2. What knowledge do you need to have about a product or service?
3. How do you approach potential customers?
4. What are some ways to open a sale?

References:

1. Selling in Agribusiness, 1st ed., Miller, Larry E. Chapter 3.
2. Transparency Masters
    a) TM-2: Five Steps In Making A Sale
3. Handout
    a) HO-1: Where to Locate Information on Products and Services
4. Assignment Sheet
    a) AS-3: Selling Approaches

UNIT V - SELLING AND SALESMANSHIP

Lesson 4: How do you prepare for and approach the potential customer?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

A good way to introduce the next series of lessons would be to have a first-rate salesperson give a sales demonstration. Explain to the students that good preparation is always important for any task.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students why it is important to have procedures or steps to follow. Ask them to list the five stages in making a sale. Use TM-2 to reinforce or clarify their list. (Note: A typical sale may follow these steps in order, however, the students should realize that overlapping may occur.)

   What are the five stages in making a sale?

   1) Five stages of a sale
      a) Preparation
      b) Approach
      c) Demonstration
      d) Overcoming resistance
      e) Close

2. Ask the students what information they would have to commit to memory or have readily available when selling. Hand out HO-1 for sources of information.

   What knowledge do you need to have about a product or service?

   1) Knowledge about a product or service
      a) Advantages
      b) Disadvantages
      c) Factual information
      d) Who developed it
      e) When it is needed
      f) Who makes it
      g) Where your company purchases it
      h) How it benefits the customer
      i) How it is made
      j) How it is prepared, handled, or stored
      k) Maintenance
      l) Safety in use of the product
      m) Same information for your competitor's products

2) Sources of information
  a) Inside the agribusiness
    (1) Merchandise itself - labels, cartons
    (2) Advertisements
    (3) Customer's experiences
    (4) Manufacturer
    (5) Personal experience
    (6) Agribusiness buyer
  b) Outside the agribusiness
    (1) Television and radio advertisements
    (2) Merchandise testing bureau
    (3) Comparative shopping
    (4) Publications by U.S. government
    (5) Courses offered by institutions, industry
    (6) Periodicals, journals, magazines
    (7) Libraries
    (8) Merchandise manuals
    (9) Trade organizations
    (10) Inspection and observation of other stores

3. Ask the students why it it important to give a favorable impression and gain the interest of a customer right at the start of a sale. Point out the importance of being ready to meet each situation. This can be helpful in developing a positive environment and in maintaining control of the conversation. (Refer to AS-3.)

How do you approach potential customers?

1) Methods of approach
  a) Greeting approach
    (1) Greet with a pleasant salutation
    (2) Greet with a name if you know it
    (3) Be direct and straightforward
    (4) Take control of the conversation
  b) Merchandise approach
    (1) First comments are about the product
    (2) Point out its main features and advantages
    (3) Most favored sales approach
  c) Service approach
    (1) Ask if you can be of service
    (2) Avoid asking questions that can be answered with a simple yes or no answer

4. Ask the students what techniques would lead into the sales presentation after the approach. (Refer to AS-3.)

What are some ways to open a sale?

1) Ask permission to make a suggestion
2) Demonstrate your product
3) Offer to survey their operation to help them decide on their needs
4) Show them a study or report that compares the benefit of your product or service with that of a competitor

5) Refer to or have in writing a testimonial from a satisfied customer

F. Other Activities

HO-2 can be used as a tool to measure the students' abilities to use the information on greetings and techniques to open a sale.

G. Competency

Approach the potential customer.

H. Answers to Evaluation

The Performance Checklist located at the end of Lesson 8 should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1.
    a. Preparation
    b. Approach
    c. Demonstration
    d. Overcoming resistance
    e. Close

2.
    x a.
    ___ b.
    x c.
    x d.
    ___ e.
    ___ f.
    ___ g.
    x h.

3. Any five of the sources listed on HO-1 or others as determined by the instructor.

4.
    x 1.
    ___ 2.
    x 3.
    x 4.
    x 5.

5. Any four from study question four of the discussion or others as determined by instructor.

UNIT V - SELLING AND SALESMANSHIP

Lesson 4: How do you prepare for and approach the potential customer?

EVALUATION

1. List the five stages of a sale in order from the beginning to the end of the sale:

   a.

   b.

   c.

   d.

   e.

2. Select from the list below the kinds of information needed by a good salesperson before they start to make a sale. Place an "x" in the correct blanks.

   ___ a. Advantages of your product or service.
   ___ b. Your customer's income.
   ___ c. How your product is made.
   ___ d. Advantages and disadvantages of your competitor's products.
   ___ e. Whether or not the sale will be cash or charge.
   ___ f. What color the customer wants.
   ___ g. When the product or service is needed.
   ___ h. Safety in using the product.

3. List five good sources of information both outside and inside the agribusiness.

   a.

   b.

   c.

   d.

   e.

4. Identify from the list below true statements about sales approaches. Place an "x" in the blanks in front of the true statements.

   ___ a. "May I make a suggestion?" is a good approach.
   ___ b. A friendly greeting is not a good approach.
   ___ c. Saying something about a product right away is called the merchandise approach.
   ___ d. The service approach can be used effectively.
   ___ e. The most favored sales approach is the merchandise approach.

5. **List four ways to open a sale.**

   a.

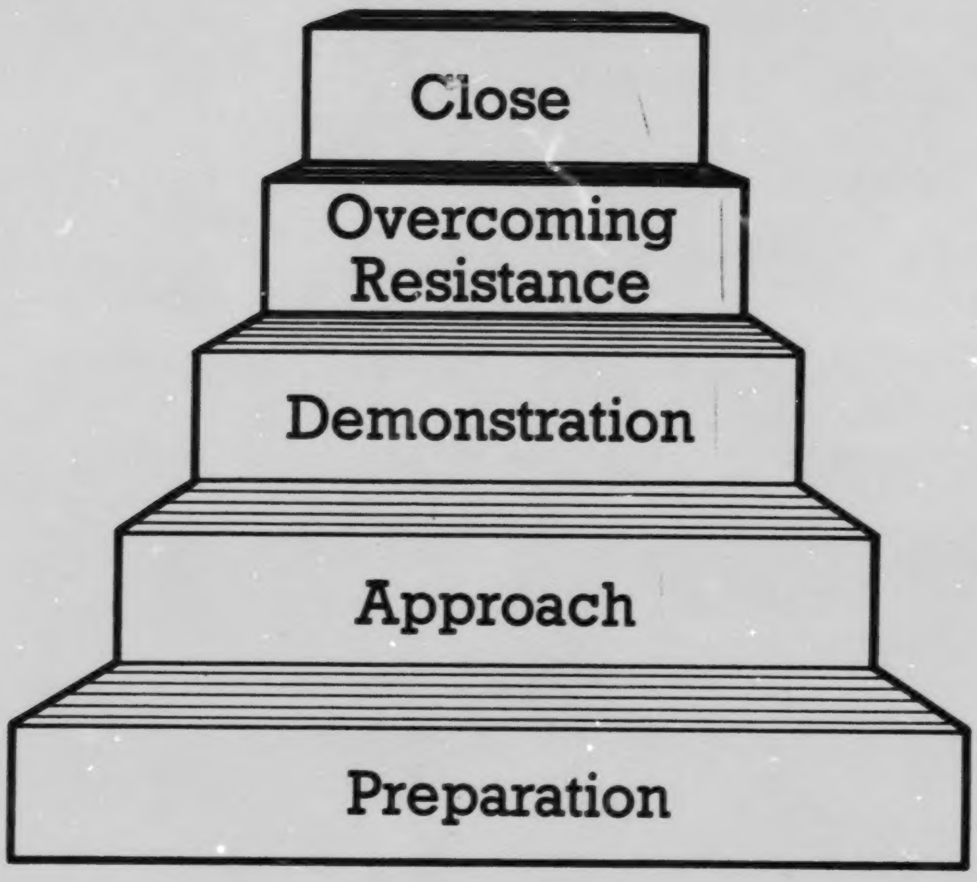
   b.

   c.

   d.

TM-2

Five Steps In Making A Sale


Close
Overcoming Resistance
Demonstration
Approach
Preparation

WHERE TO LOCATE INFORMATION ON PRODUCTS AND SERVICES

Information may be located:

A. Inside the agribusiness
   1. Merchandise itself - labels, cartons
   2. Advertisements
   3. Customer's experiences with product
   4. Manufacturer's information
   5. Personal experience with product
   6. Journals and magazines
   7. Department or store buyer

B. Outside the agribusiness
   1. Television and radio advertisements
   2. Merchandise testing bureau
   3. Comparative shopping
   4. Publications by U.S. Government
   5. Courses offered by institutions, manufacturers
   6. Periodicals, journals, popular magazines
   7. Libraries - public and corporation type
   8. Merchandise manuals
   9. Trade organizations
   10. Inspection and observation of other stores and how they handle the product

Credits:

Selling, Marketing/Distributive Education Curriculum, Instructional Materials Laboratory, University of Missouri - Columbia.

SELLING APPROACHES

"Remember me?"

"I'm the fellow who goes into the local machinery dealer and waits at the counter while the parts salesperson does everything but take my order. I'm the fellow who goes into a feed store and stand quietly while the salespersons finish their little chit-chat. I'm the farmer who drives up to the local co-op and never blows the horn, but waits patiently while the attendant finishes his comic book."

"Yes, you might say I'm a good guy. But do you know who else I am? I am the fellow who never comes back, and it amuses me to see you spending thousands of dollars every year to get me back to your agribusiness when I was there in the first place; and all you had to do to keep me was to give me a little service; show me a little courtesy."

1. Write a greeting, merchandise, and service approach; also include a technique for opening a sale for the following products or service.

   A. Chain saw

      1.

      2.

      3.

      4.

B. Application of fertilizer and pesticide by airplane.

1.

2.

3.

4.

C. Combine

1.

2.

3.

4.

D. Corn Seed

1.

2.

3.

4.

Credits:

Distributive Education II, CIMC, State Dept. of Vocational and Technical Education, Stillwater, OK.

UNIT V - SELLING AND SALESMANSHIP

Lesson 5: How do you present agricultural supplies and products?

Objective: The student will be able to give a sales presentation of agricultural supplies and products.

Study Questions:

1. What four steps may be followed to present products and services?
2. How do the steps in presenting relate to the stages of selling?
3. How do you make a good sales demonstration?

References:

1. Selling in Agribusiness, 1st ed., Miller, Larry E. Chapter 5.

UNIT V - SELLING AND SALESMANSHIP

Lesson 5: How do you present agricultural supplies and products?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Explain to the class that once you know the needs of your customers you need to convince them that your product or service can supply that need. Just as a football team knows they need a touchdown to win; the coach must convince them that a certain game plan should be followed to meet that need.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students what the natural steps would be in any conversation in which you were asking someone to do something for you. List these steps on the board; then fill in what should be be accomplished in each step.

   What four steps may be followed to present products and services?

   1) Capture the customer's attention
      a) Make them aware of a need
      b) Convince them your product provides the best benefits
      c) Sell at the right time
         (1) Appropriate season
         (2) Utilize other conditions (For example, the prospective customer just bought more land or livestock.)
   2) Create interest
      a) Offer technical information about the product
         (1) Efficiency
         (2) Advantageous features
         (3) Durability
      b) Explain advantages of your store or company
         (1) Service availability
         (2) Guaranty
   3) Activate desire
      a) Watch for your customer's reaction
      b) Continue questioning to find out the exact need
      c) Appeal to that need
   4) Encourage action
      a) Demonstrate the product
      b) Bring into focus that customer's needs, interests, and desires
      c) Other, trial period, price won't last, etc.

2. Ask the students how they would relate the steps of presenting products to the last four stages of making a sale. List the steps and stages in columns side by side and draw corresponding lines between them. Write explanations of how they relate to the side.

How do the steps in presenting relate to the stages of selling?

1) Approach
    a) Obtaining the customer attention
    b) Questioning and watching the customer to determine the needs
    c) Start relating your product to how it will fit the customer's needs
2) Demonstration
    a) Continue showing the customer how the product fits his need to develop interest
    b) Possibly give a demonstration or show test data
3) Overcoming resistance
    a) After you develop interest, objections start to be voiced
    b) Present all pertinent technical information, possibly to back up test data
4) Close
    a) The greatest objections will appear here
    b) Try to overcome objections here, and influence the customer to buy (encourage action)

3. Ask the students what procedures and main points would they include in their demonstration. List these on the board as they are discussed.

How do you make a good sales demonstration?

1) Prepare the demonstration
    a) Gather all pertinent information
    b) Outline the demonstration
    c) Practice the demonstration
2) Match the customer's needs to the benefits
    a) Highlight what the service or product will do for the customer
    b) Point out the features
    c) Use aids, reports, charts, testimonials, articles, etc.
3) Point out the most obvious benefits first
    a) Point out the benefits that match the customer needs
    b) Listen to the concerns and questions of the customer
4) Get the customer involved
    a) Appeal to the customer's five senses
        (1) Hearing
        (2) Seeing
        (3) Touching
        (4) Tasting
        (5) Smelling

5) Keep the communication positive
    a) Don't argue
    b) Do not tell a customer directly that he or she is wrong
    c) Ask questions that will elicit positive responses
    d) Ask questions to make sure what you said was understood
6) Keep the customer motivated
    a) Keep their attention and interest
    b) Use unique demonstrations or examples
    c) Be dramatic, dynamic, and enthusiastic
7) Close the sale when the customer is ready
    a) Customers may be ready right away; don't bore them.
    b) Close when the customer is ready - regardless of where you are in your sales presentation

F. Other Activities

G. Competency

Give a sales presentation of agricultural supplies and products.

H. Answers to Evaluation

The Performance Checklist located at the end of Lesson 8 should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1. Get attention; create interest; activate desire; get action
Methods of accomplishing these steps should include points from the discussion outline or other acceptable criteria as determined by instructor.

2. Teacher's judgement, however, the students answers should look something like this:

    1. a, b, d
    2. d
    3.
    4. b, c, d
    5. a, d

3. 1. x
    2.
    3.
    4. x
    5.
    6. x

UNIT V - SELLING AND SALESMANSHIP

Lesson 5: How do you present agricultural supplies and products?

EVALUATION

1. List the four steps in a presentation and describe one way that each of those steps might be accomplished.

   1. ______________________________

      a.

   2. ______________________________

      a.

   3. ______________________________

      a.

   4. ______________________________

      a.

2. Match the letter(s) that correspond to one of the four steps in a presentation on the right to where it would most likely occur in the five stages of a sale, on the left.

   1. _____ Demonstration
   2. _____ Close
   3. _____ Preparation
   4. _____ Overcoming resistance
   5. _____ Approach

   a. Get attention
   b. Develop interest
   c. Spark desire
   d. Get action

3. Identify from the following list, true statements about how to make a good sales demonstration. Place an "x" in the blanks opposite the true statements.

   _____ 1. One way to involve customers is to appeal to one of their five senses.

   _____ 2. The old saying that practice makes perfect doesn't apply to a sales demonstration.

   _____ 3. You need to state directly to a customer that he or she is wrong.

_____ 4. You should point out the most obvious features of a product first.

_____ 5. You should always wait until the end of your demonstration to close the sale.

_____ 6. Being dramatic, dynamic, and enthusiastic can help keep the customer motivated.

UNIT V - SELLING AND SALESMANSHIP

Lesson 6: What is the technique of suggestion selling?

Objective: The student will be able to describe the technique of suggestion selling.

Study Questions:

1. What is suggestion selling?
2. What are the different kinds of suggestion selling?
3. How can you use suggestion selling?
4. What is substitute selling and how is it used?

References:

1. Selling in Agribusiness, 1st ed., Miller, Larry E., Chapter 8.

Lesson 6: What is the technique of suggestion selling?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

In most professions those people who know how to go the extra mile or know how to put in the extra little bit of effort are the ones who succeed and climb to the top. The sales profession is no exception. Suggestion selling, if mastered, can help you do that extra little bit required to become the best.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students for a definition of suggestion selling. Some of the students may be able to give recent examples of a salesperson using this technique to sell them something.

   What is suggestion selling?

   1) Suggestion selling is the act of placing an idea in the customer's mind about a product or service that they didn't ask about to influence buying.
   2) Some examples are:
      a) Suggest items that are related to the sale just made to the same customer.
      b) Suggest items that are needed during the present season.
      c) Suggest items the customer indicated he/she was interested in.

2. Ask the students to list the various kinds of suggestion selling. List these on the board leaving room to come back later to describe them.

   What are the different kinds of suggestion selling?

   1) Spontaneous
      a) These are suggestions that just seem to appear out of a given situation.
      b) They are good because they usually originate with the customer (no hard sale).
   2) Vivid
      a) Make the suggestion noticeable.
      b) Add to the suggestion all the major benefits.
   3) Connected
      a) Match suggestions to the customer's desires.

        b) Match suggestions to the product already purchased.
    4) Prestige
        a) Suggestions have more impact when given by experienced and well respected individuals.
        b) Clear facts and proven information may be used to make suggestions more favorable
    5) Repeated
        a) The more times you suggest the same thing the better the chance it will be acted upon.
        b) Be careful not to annoy the customer.
    6) Unopposed
        a) Try to keep your suggestions in line with the sales presentation.
            (1) In line with the product and customer's needs.
            (2) Do not make suggestions opposed to one another.

3. Ask the students when they might be able to apply suggestion selling techniques.

    How can you use suggestion selling?

    1) Seasonal (act early before seasonal demand)
    2) Buying clues (occur anytime during the presentation)
    3) Larger quantity (sometimes offer price breaks, convenience)
    4) Special sales (customers are always interested in discounts)

4. Ask the students to give you a short definition of what substitute selling is.

    What is substitute selling and how is it used?

    1) Substitute selling is suggesting another product that can replace the one sought and still fulfill the customer's need.
        a) You may want to do this if you have a cheaper brand that fulfills the customer's need.
        b) Be careful to meet or exceed the customer's need.
        c) Product knowledge is very important.
    2) Bait and switch substitute selling
        a) Unethical and in some areas illegal.
        b) This technique is the advertising of a usually inferior product at low prices, to attract customers. When they arrive, salespeople try to influence them to buy something more expensive.
        c) May have few of the advertised product in stock or none at all.
    3) Loss leaders
        a) Advertise products at a low price to attract customers to the store. This is in hope that the customer will purchase other things.
        b) This differs from the bait and switch technique in that the product advertised is a good bargain and in enough supply to meet normal demands.

F. Other Activities

G. Competency

Describe the technique of suggestion selling.

H. Answers to Evaluation

1. T
2. F
3. F
4. T
5. T
6. F
7. F

UNIT V - SELLING AND SALESMANSHIP

Lesson 6: What it the technique of suggestion selling?

EVALUATION

The statements below are either true or false. Circle the letter "T" if the statement is true; circle "F" if the statement is false.

T F 1. Suggestion selling is to suggest a product that the customer hasn't asked about.

T F 2. Spontaneous suggestion selling is when the salesperson plans on suggesting a certain item to the customer.

T F 3. Prestige suggestions are never made by an experienced salesperson.

T F 4. Making suggestions that do not contradict each other is an example of unopposed suggestion selling.

T F 5. It is a good technique to repeat a suggestion several times, being careful not to annoy a customer.

T F 6. In substitute selling it is not important to substitute an item that will fulfill the customer need.

T F 7. Bait and switch selling is more acceptable than loss leader selling.

UNIT V - SELLING AND SALESMANSHIP

Lesson 7: What are the best ways to handle resistance?

Objective: The student will be able to effectively handle resistance during a sales presentation.

Study Questions:

1. What are the two main types of resistance and how do they differ?
2. What are some specific objections and how do you deal with them?
3. What are some general rules in handling objections?

References:

1. Selling in Agribusiness, 1st ed. Miller, Larry E., Chapter 6.
2. Assignment Sheet
    a) AS-4: Overcoming Objections

UNIT V - SELLING AND SALESMANSHIP

Lesson 7: What are the best ways to handle resistance?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Tell the students there will be many obstacles in their lives and how they view these obstacles will determine their success in overcoming them. There are two ways to look at an obstacle or resistance, either as a problem or as a challenge. If we accept resistance as a challenge, we have admitted to ourselves that we are ready and willing to deal with it, with success in mind. If we accept resistance as a problem, we have admitted to ourselves that it is something unwanted and hard to handle, and possibly we won't solve the problem.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to think about occasions when they have gone into stores and have been approached by salespeople while looking at merchandise. What type of reasons did they give for not buying? List these on the board. Categorize the reasons into excuses (no intention of buying) and objections.

   What are the two main types of resistance and how do they differ?

   1) Determine if the resistance is an excuse or an objection.
      a) Excuse (usually offered when a person has no intention of buying)
         (1) May be based on fact (i.e.: haven't got the time to discuss it with your right now)
         (2) May sound like an objection, however, if you keep answering the excuses and the customer keeps coming up with more, they are excuses
         (3) The intention of excuses is to stop your sales presentation
      b) Objection
         (1) Usually based on fact, or what is thought to be fact
         (2) Use them to pinpoint needs of the customer
         (3) They show the customer has given thought about purchasing the product or service
         (4) The reason for an objection is that the customer is not convinced that your product or service fits his need. It is not meant to stop your sales presentation.

2. Ask the students to list what some specific types of objections or to name some categories in which objections can be listed. You may want to add these catagories to the board.

What are some specific objections and how do you deal with them?

1) No solution
   a) These are objections that can't be overcome
   b) Some examples are:
      (1) Not enough finances to pay for your product or service
      (2) Not authorized to buy
      (3) Doesn't fit his or her need.
   c) Don't force your presentation over these objections
2) Need
   a) These are objections made because the customer doesn't believe your merchandise fits their need
   b) Some examples are:
      (1) "That lawn mower is really too large."
      (2) "I don't think I need that new corn hybrid seed."
   c) You must help the customer to be aware of his need and the benefits of your products or service.
3) Quality
   a) Your product or service seems to be lacking in some way so that it might not be able to perform well.
   b) Some examples are:
      (1) "The suggested rate of use for your herbicide is much lower than brand X."
      (2) "Are you sure that post hole auger is made of steel strong enough to withstand rocks?"
   c) If you have higher quality products show them.
   d) Emphasize features that offset poor points.
   e) Also clarify any questions about lack of quality that are not true.
4) Source
   a) Not familiar with brand or manufacturer
   b) Some examples are:
      (1) "Oh, I though you carried a different brand of fertilizer; I've never heard of this brand."
      (2) "Well, I always buy Bob Bear tractors; I don't know too much about those big green tractors."
   c) Give examples of other satisfied customers.
   d) Compare your product to other brands.
   e) Point out all the beneficial features.
   f) Give information about the product or service and the company.
5) Price
   a) The price of your product seems too high
   b) Some examples are:
      (1) "The price of these garden hoses has gone up a lot from last year."
      (2) "Why does this item cost more than that one? They look exactly the same."
   c) Highlight the quality of your merchandise.
   d) Show less expensive products if you have them.

        e) Compare the quality of the product with competitor's truthfully.
        f) The following are reasons for different prices between two products:
            (1) Better quality
            (2) Difference in construction
            (3) Handmade vs. machine made
            (4) Different brands - reputation, guarantees
            (5) Less maintenance or repairs
    6) Time
        a) Too busy for a sales presentation, or your product is not needed at the present time of year
        b) Some examples are:
            (1) Trying to sell to a farmer when he is busy with a farm operation, such as harvesting.
            (2) Trying to sell snow blowers in July.
        c) Make appointments
        d) Agree to come back later
        e) Point out advantages of buying out of season - price, taxes, etc.
    7) Service
        a) Kind of service and availability of service
        b) Some examples are:
            (1) "I need to grind feed for my hogs every day; what happens if the grinder I bought breaks down?"
            (2) "I would like to buy a combine from you but your dealership is located 100 miles from my farm."
        c) You need to be able to guarantee good and fast service.
        d) Statistics showing the minimal service required on your products would be helpful.

3. Ask the students to name some major points or strategies to keep in mind when your handling objections. You may use AS-4 to help evaluate your students.

What are some general rules in handling objections?

1) Get a clear understanding of the objection.
    a) Have the objection restated if it is not clear.
    b) Do not interrupt before the customer is finished.
2) Do not flatly say a customer is wrong.
    a) Point out that they have an interesting viewpoint, however, we could look at it another way.
    b) Agree that you have heard that the objection before, but others have found that this product is actually better.
3) Restate the customer's objection in your own words.
    a) Do it in a less negative way.
    b) Helps to see if you really understand the objection
4) Change the customer's objection into a question.
    a) Restate the customer's statement into a question.
    b) This can lead into your sales talk.
5) Try to turn objectives into advantages.
    a) You need to have good knowledge of your product.
    b) Think quickly on your feet

6) Listen carefully and don't answer too soon.
7) Don't go overboard in your answer to an objective.
8) Don't guess.
9) Have confidence in your answers

F. Other Activities

G. Competency

Effectively handle resistance during a sales presentation.

H. Answers to Evaluation

The Performance Checklist located at the end of Lesson 8 should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

The following are suggested definitions. Additional acceptable criteria to be determined by instructor.

1. 1. Objection - usually based on fact, or what is thought to be fact.
    2. Excuse - usually offered when a person has no intention of buying.

2. 1.
    2. x
    3. x
    4.
    5. x
    6. x
    7. x
    8.

Lesson 7: What are the best ways to handle resistance?

EVALUATION

1. List the two types of resistance and give a short definition.

   a.

   b.

2. Identify from the following list true statements about types of objections and how to handle them. Place an "x" in the space opposite the true statements.

_____ 1. An excuse is usually based on fact.

_____ 2. One type of objection may be that the customer is unfamiliar with the source of a product.

_____ 3. One way to counter the objection of price on two items is that one item is handmade and other other is machine made.

_____ 4. You should make sure the customer knows without a doubt that his or her objection was stupid and wrong.

_____ 5. One example of a time objection is that the service or product is out of season.

_____ 6. You can turn objections into advantages.

_____ 7. Having a good service program is one way to avoid some objections.

_____ 8. Making appointments is an example of a solution to an objection of need.

OVERCOMING OBJECTIONS

From the following objections listed below, tell what type or types of objection they are and how to overcome them.

1. "I would like to buy the plow from you but I won't need it until next fall."

   Type(s) ____________________________

2. "I've got to finish putting this seed in ground and don't have time to talk to you about that new tractor."

   Type(s) ____________________________

3. "That is a nice automatic feeding system, but with all those gadgets wouldn't more things go wrong?"

   Type(s) ____________________________

4. "Those livestock gates don't look very sturdy; what brand did you say they were?"

   Type(s) ____________________________

UNIT V - SELLING AND SALESMANSHIP

Lesson 8: How do you close a sale?

Objective: The student will be able to close a sale.

Study Questions:

1. What are some methods of getting a customer to buy?
2. What are some techniques of closing a sale?
3. Why do some sales fail and why do some customers fail to return?
4. What can you do after the sale?

References:

1. Selling in Agribusiness, 1st ed., Miller, Larry E., Chapter 7.
2. Handouts
    a) HO-2: Do's and Don'ts of Closing a Sale

UNIT V - SELLING AND SALESMANSHIP

Lesson 8: How do you close a sale?

TEACHING PROCEDURES

A. Review previous lesson.

B. Motivation

With any task you set out to accomplish there must be some way to end it successfully or most of your effort will be lost. That is why the closing of a sale is so important; it is the salesperson's reward for a job well done.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to list key points to remember when helping the customer reach a buying decision.

   What are some methods of getting a customer to buy?

   1) Show and tell all of the features of your products or services.
      a) Don't assume the customer has any previous knowledge about the product or service.
      b) Be very thorough (even though you may have explained the product many times).
   2) Match specific features to specific needs.
   3) Stress the major benefits if no need is evident.
   4) Ask questions to get positive answers, agree with the customer as much as possible.
   5) Watch for buying clues throughout a presentation.
      a) Remember you may close a sale at any time.
      b) Clues can be words, gestures, or expressions.

2. Ask the students to list ways to close a sale. Write them on the board and leave room to add why these are effective. Use HO-2 to stimulate discussion on closing a sale.

   What are some techniques of closing a sale?

   1) Ask straight out for the order.
      a) Used most often in closing a sale
      b) Don't be hesitant
   2) Reduce the choices.
      a) Helps combat confusion
      b) Use clues by the customer to narrow choices.
   3) Assume it is time to close.
      a) Watch for a positive clue from the customer

    - b) Then ask a question assuming the customer is buying (i.e. Will this be cash or charge?).
  - 4) Offer a free gift (premium).
    - a) Used when the customer is not quite sure of buying.
    - b) Offer some bonus such as accessories.
    - c) Offer payment or credit plans.
  - 5) Summarize the selling points.
  - 6) Suggest an urgency.
    - a) Be honest and sincere.
    - b) The product is selling fast.
    - c) The price is going up.
  - 7) Remember the do's and don'ts of closing a sale. (Refer to HO-2.)

3. Ask the students for reasons of why sales sometimes fail. Ask the students to suggest ways to evaluate a sales presentation. Ask what things can be done to help insure the customer's return.

   Why do some sales fail and why do some customers fail to return?

  - 1) Reasons for not closing a sale
    - a) Trying to force the sale
    - b) Assuming the customer is not going to buy
    - c) Hurrying the customer
    - d) Leaving one customer for another
    - e) Stumbling over objections
    - f) Not relating the right benefits
    - g) Being discourteous
  - 2) Ten questions to analyze a lost sale
    - a) How was my greeting and did I smile?
    - b) Was my personal appearance acceptable?
    - c) Did I have confidence in myself?
    - d) Did I show a knowledge of the product?
    - e) Did I talk too much?
    - f) Did I overcome objections, or did they confuse me?
    - g) Did I demonstrate the item correctly?
    - h) Was any question raised that I could not answer? (Answers to these questions should be found so that your are prepared next time.)
    - i) Did I indicate the services available for this product?
    - j) Did I recognize when it was time to close the sale?
  - 3) Reasons why a customer doesn't return
    - a) Not giving service on a previous sale
    - b) Can get a better buy at a competitor
    - c) No one sold him on the product or service
    - d) Parts unavailable
    - e) Use of high-pressure sales
    - f) Unfair or unequal pricing policies
    - g) Employee has a poor attitude
    - h) Farm not visited
    - i) Wrong product for the customer's need
    - j) No follow-through after the sale
    - k) No trade-ins on machinery
    - l) Lack of demonstrations
    - m) Items not stocked

4. Ask the students to give suggestions on what should be done after the sale has been made. These should be actions which encourage additional sales by keeping the customer satisfied.

What can you do after the sale?

1) Reassure the customer
    a) Examples: "You've made the right choice." or, "The product will serve you well."
2) Suggest other items that might be related to the item purchased
3) Make necessary arrangements for the safe delivery of the product.
4) Make sure the customer receives a sales receipt.
5) Contact the customer after the sale to determine satisfaction.
    a) If there is dissatisfaction, try to correct it.
    b) If there is satisfaction, use this as a testimonial for your product or service.
    c) One of the best ways to get respeat customers

F. Other Activities

G. Competency

Close a sale.

H. Answers to Evaluation

The Performance Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1. Any three of the following or others as determined by the instructor.

    Show and tell about the product's features
    Match features to benefits
    Stress major benefits
    Keep the presentation positive
    Watch for buying clues

2. Teacher's judgement. Answer should include points from the discussion outline or reference text.

3. Any two from HO-2 or others as determined by instructor.

4. Any four from the discussion of study questions three or others as determined by instructor.

5. Any four from study question three or others as determined by the instructor.

6. The following are suggested answers. Additional acceptable criteria to be determined by instructor.

a. Tell the customer that they have made the right choice or that the product will serve their needs well. This reaffirms the customer's judgement.

b. Contact after the sale (following up) is one of the best ways to get repeat customers. This gives the salesperson a chance to correct dissatisfaction or to get testimonials from satisfied customers.

Sales Presentation Performance Checklist

Student's Name ______________________________ **Date** ______________
Product to be sold ____

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least ___ out of ___ points.

Action	Points Possible	Points Received
Approach		
1. Was well prepared	____	____
2. Method of approach was appropriate for the product and customer type	____	____
3. Approach created interest	____	____
4. Established favorable impression	____	____
5. Determined prospective customer's need or problem	____	____
Presentation or Demonstration		
6. Had a well organized sales presentation	____	____
7. Matched the customer's needs to product benefits	____	____
8. Pointed out the most obvious benefits first	____	____
9. Got the customer involved, appealed to five senses	____	____
10. Kept the communication positive	____	____
11. Kept the customer motivated	____	____
12. Endeavered to close the sale during the presentation	____	____
Overcoming Resistance		
13. Established whether it was an objection or an excuse	____	____
14. Use the objection to pin-point needs of the customer	____	____
15. Objection was handled with a method appropriate to the situation	____	____
16. Endeavored to close the sale while handling objections	____	____
Close		
17. Thorough in explaining all the features	____	____
18. Stressed the major benefits	____	____
19. Used appropriate techniques to close the sale	____	____
20. Reassured the customer after the close	____	____
21. Suggested other items after the close	____	____
22. Made necessary arrangements for delivery	____	____
Comments:	Total Points Possible	Points or % Received

Minimum Mastery Level ______________

Lesson 8: How do you close a sale?

EVALUATION

1. List three of the five key points to remember when helping a customer reach a buying decision.

   a.

   b.

   c.

2. Describe how you can apply the following methods in closing a sale.

   a. Reducing the choices -

   b. Suggest an urgency -

   c. Offering a free gift or premium -

3. List two each of the do's and don'ts of closing a sale.

DO	DON'T
a.	c.
b.	d.

4. List four questions you can ask to evaluate yourself after a lost sale.

   a.

   b.

   c.

   d.

5. What are four things in an agribusiness that might cause it to have customers who don't come back?

   a.

   b.

   c.

   d.

6. Describe how you can apply the following procedures after you have closed the sale.

   a. Reassuring the customer -

   b. Making contact with the customer after the sale -

DO'S AND DON'TS OF CLOSING A SALE

A. Do display a friendly manner at the close, even though there is a disagreement between the prospective customer and the salesperson. This helps to avoid arguments.

B. Do be sure to have all materials and equipment that will be needed. Misplaced order blanks, obsolete price lists, and dry fountain pens can lose sales.

C. Do realize that begging for a sale makes the salesperson and the offer look bad - it also disgusts the prospective customer.

D. Do ask the prospective customer to "OK" or approve the order rather than sign it.

E. Do make buying as easy and painless as possible.

F. Do try for privacy at the close. Phone calls and third parties distract.

G. Do study each prospective customer as a baseball pitcher studies each batter. Then pitch to his weakness.

H. Don't let the prospective customer know how much the sale means.

I. Don't be apologetic, particularly in quoting prices.

J. Don't make written or even oral promises unless authorized to do so; otherwise there will be friction and expense.

K. Don't make ceremony out of closing. This may frighten the prospective customer.

L. Don't give the prospective customer an excuse or an opportunity to back away from the purchase.

M. Don't ever ask the prospect for the buying decision in such a way that he can answer with a "Yes" or "No", for the latter closes the door.

N. Don't make it difficult for the prospective customer to complete his purchase quickly if he cares to do so.

AGRICULTURAL BUSINESS

Unit VI - Advertising and Display

LESSONS

1. What is the value of promotion in agriculture?
2. How is advertising used in agribusiness?
3. What are the different types of advertising media?
4. How do you develop written and illustrated messages?
5. How do you use the broadcast media effectively?
6. How can you use direct mail effectively?
7. How do you design agribusiness displays?
8. How do you construct displays?
9. How do you increase the effectiveness and maintain displays?

OBJECTIVES

1. Given a written evaluation, the student will analyze the value of promotion as it relates to agriculture with 75% accuracy.*
2. Given a written evaluation, the student will recognize how advertising is used in agribusiness with 75% accuracy.
3. Given a written evaluation, the student will describe the different types of advertising media used by agribusiness with 75% accuracy.
4. Given a product to promote and proper equipment, the student will design a written and illustrated advertising brochure as evidenced by 75% mastery of the product checklist.
5. Given a product to promote and proper equipment, the student will develop a radio and television advertisement as evidenced by 75% mastery of the product checklist.
6. Given a written evaluation, the student will identify how to use direct mail effectively with 75% accuracy.
7. Given a product to promote and the proper equipment, the student will design an agribusiness display as evidenced by 75% mastery of the product checklist.
8. Given a product to promote and the proper equipment, the student will construct an agribusiness display as evidenced by 75% mastery of the product checklist.

9. Given a written evaluation, the student will recognize ways of maintaining and increasing the effectiveness of displays with 75% accuracy.

* Percent accuracy to be set by the instructor to reflect passing grade in their school system.

COMPETENCIES TO BE DEVELOPED:

1. Analyze the value of promotion as it relates to agriculture.
2. Recognize how advertising is used in agribusiness.
3. Describe the different types of advertising media used by agribusiness.
4. Design a written and illustrated advertising brochure.
5. Develop a radio and television advertisement.
6. Identify how to use direct mail effectively.
7. Design an agribusiness display.
8. Construct an agribusiness display.
9. Recognize ways of maintaining and increasing the effectiveness of displays.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Have students interview a local radio, television, or newspaper advertising manager.
2. Have student work on advertising campaigns for FFA functions.
3. The class can bring in examples of different types of advertising and the class can discuss the good and bad points of each.
4. Have students build a display in a local agribusiness.
5. Have students give short reports on radio and television advertisements that they have observed.

GETTING READY FOR THIS UNIT

A. References and Materials:

The references and materials listed below are only suggestions. The lessons, however, are largely based upon materials therein. This does not necessitate their exact use. Using the suggested text(s) or other selected reference materials should be sufficient to successfully teach the unit.

1. Advertising and Display in Agribusiness, 1st ed, McGuire, James E. New York, New York: McGraw-Hill, 1979.

2. Handouts and transparencies for this guide are available from the Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri - Columbia, Columbia, MO 65211.

B. Advance Arrangements

1. You may want to schedule in advance an advertising person to come in.

2. You may want to give an assignment to be collecting or observing advertisements and displays before your begin this unit.

EVALUATION

1. Give short objective tests at the end of each lesson or at the end of each unit.

2. Observe changes in behavior as evidence of an improved ability of the students to deal with problems in this unit using background acquired from earlier units.

3. Observe students attempts to solve similar problems in their supervised occupational experience programs.

4. Instructors are urged to adapt the product/performance checklists to classroom situations. The number of points for mastery should be determined to reflect a passing grade, and items which must be completed satisfactorily should be indicated. The student should be allowed to review the checklist before attempting mastery.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 1: What is the value of promotion in agriculture?

Objective: The student will be able to analyze the value of promotion as it relates to agriculture.

Study Questions:

1. What is promotion?
2. What are some examples of the use of promotion in agriculture?
3. What promotional methods are used in agribusiness?

References:

1. Advertising and Display in Agribusiness, 1st ed., McGuire, James E. Chapter 1.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 1: What is the value of promotion in agriculture?

TEACHING PROCEDURES

A. Introduce the unit. Explain to the students that the success of an agribusiness is closely related to its ability to convince customers to purchase the goods and services. Briefly describe the various methods of promotion.

B. Motivation

Give various examples of effective promotion methods which are familiar to the students. All promotions need not be paid advertisements, for example, after a U.S. president wore a hearing aid while on national television, hearing aid sales increased 100%.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the student to describe what promotion is and what it accomplishes in agribusiness. You may want to prepare or have students prepare a bulletin board showing examples of promotion.

   What is promotion?

   1) A group of activities intended to sell a product, service, or idea in order to make a profit.
      a) To inform
      b) To create interest
      c) To persuade

2. Ask the students how promotion can be used in the various areas of agribusiness.

   What are some examples of the use of promotion in agriculture?

   1) Horticulture
      a) Landscaping for homes and businesses
      b) Turf management for homes and golf courses
      c) Flowers for enjoyment and special occasions
   2) Agricultural mechanics
      a) Information about machinery
         (1) Production techniques
         (2) Quality
         (3) Utilization and maintenance
      b) Services
         (1) Construction
         (2) Custom services
   3) Renewable natural resources
      a) General overall value and purpose

        - b) Need for preservation
        - c) Attract customers to recreational areas
        - d) To improve public image
    - 4) Forestry
        - a) To sell products
        - b) To create a positive public image toward the industry of forestry
    - 5) Agricultural products, processing, and marketing
        - a) Promotion among producers and suppliers to insure products for processing
        - b) Promote sale to consumers
            - (1) Quality
            - (2) Efficiency of distribution
            - (3) Usefulness
    - 6) Agricultural supplies and services
        - a) Make public aware of supplies and services
        - b) To accept the local agribusiness
        - c) Made aware of the need for the supplies and services
        - d) How to use and maintain the supplies

3. Ask the students to name the different methods used in the promotion of agricultural products and services.

    What promotional methods are used in agribusiness?

    - 1) Personal selling (one individual informing another to create interest and persuade them to buy)
    - 2) Media advertising
        - a) Major media
            - (1) Television
            - (2) Radio
            - (3) Newspapers
            - (4) Magazines
            - (5) Trade journals
        - b) Other
            - (1) Telephone directories
            - (2) Associational yearbooks
            - (3) Billboards
            - (4) Matchbook covers
    - 3) Displays (merchandise exhibited at or near point of purchase)
        - a) Major function is to persuade customers to buy items displayed
        - b) Important factors
            - (1) Packaging
            - (2) Pointing out the main features
            - (3) Attractive displays and surroundings
    - 4) Exhibits (fairs, conventions, and trade shows)
        - a) Allow customers firsthand observation of products and services
        - b) Questions can be answered by representatives
        - c) Allows a large amount of exposure
    - 5) Demonstration (showing the actual working of your product or service)

6) Sponsorship (helps create a good image and establish future customers)
    a) Awards are sponsored by agribusiness
    b) Events and individuals competing are also sponsored by agribusiness
7) Sales promotion
    a) Give away items that contain a message with the name and address of the company
    b) Other promotions to attract customers or close a sale
8) Publicity (nicknamed "free advertisement")
    NOTE: One example is the president wearing hearing aids
    a) News story in the media
    b) Prominent individual using your products.

F. Other Activities

G. Competency

Analyze the value of promotion as it relates to agriculture.

H. Answers to Evaluation

1. a. To inform
   b. To creat interest
   c. To persuade
2. 1. f
   2. b
   3. a
   4. e
   5. d
   6. c
3. Answers should include information discussed under study question three or other acceptable criteria as determined by instructor.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 1: What is the value of promotion in agriculture?

EVALUATION

1. What three objectives are you trying to achieve in promotion of agricultural products and services?

    a.

    b.

    c.

2. Match the examples of how promotion is used to the areas of agribusiness on the left, by placing the appropriate letter in the blank provided.

    _____ 1. Agricultural Mechanics

    _____ 2. Agricultural Supplies and Service

    _____ 3. Horticulture

    _____ 4. Forestry

    _____ 5. Renewable Natural Resources

    _____ 6. Agricultural Products, Processing, and Marketing

    a. Turf management

    b. Acceptance of the local agribusiness

    c. Promotion aimed at producers and suppliers

    d. To attract customers to national parks

    e. To create a positive image towards a particular industry

    f. Utilization and maintenance

3. List four of the methods used in promotion and give a short definition or example of each.

    a.

    b.

    c.

    d.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 2: How is advertising used in agribusiness?

Objective: The student will be able to recognize how advertising is used in agribusiness.

Study Questions:

1. What is advertising and what are its benefits?
2. What are the main purposes of advertising?
3. How is advertising important?
4. What are the different kinds of advertising?

References:

1. Advertising and Display in Agribusiness, 1st ed., McGuire, James E., Chapter 3.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 2: How is advertising used in agribusiness?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation:

Tell the class in the world of business that whatever you do there must be a purpose behind it to gain a benefit to help you make a profit. This lesson is designed to describe how agribusinesses use advertising to their benefit.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students for some examples of local advertising; list these on the board. From this list, formulate a definition of what advertising is and some of its benefits.

   What is advertising and what are its benefits?

   1) Advertising is a paid, nonpersonal promotion of products, information, and services by an identified sponsor.
   2) Benefits of advertising
      a) Gets attention and delivers the message fast.
      b) Reaches many people economically.
      c) Easy to determine whether it was effective.
      d) Identifies customers in large populations.
      e) Agribusinesses can control facts in advertising easier than personal salespeople.

2. Ask students to review the examples of local advertising and come up with the main purposes of advertising. You may need to suggest additional examples to complete the list of purposes.

   What are the main purposes of advertising?

   1) Source of information
      a) Availability (What, where, and when)
      b) Features
      c) Benefits
      d) Operation, application, and maintenance
      e) Safety cautions
      f) Latest technology
   2) To persuade
      a) To convince customers that the product or service will supply their need
      b) To create potential customers

        - (1) Appeal to the rational or emotional qualities related to the product or service
- 3) To remind people
    - a) That they need certain products and services at specific times of year.
    - b) That a sale price is for a limited period.
    - c) About the company (good image)

3. Ask the students to tell you what the importance of advertising is and specifically to whom it is important.

    How is advertising important?

    - 1) To the advertiser
        - a) Brings people to the place or business
        - b) Sells direct
        - c) Attracts new customers
        - d) Encourages previous customers to return
        - e) Leads the way for personal selling
        - f) Helps move inventory fast and efficiently
    - 2) To the consumer
        - a) Helps them to obtain desired products and services
        - b) Helps people make decisions by providing information
        - c) Alerts buyers to price savings
        - d) Helps to keep current information available
    - 3) To everybody
        - a) Helps to generate the private enterprise system
        - b) Economically supports mass media
        - c) Helps provide jobs and keeps people buying
        - d) Competition created through advertising helps encourage good supply and good products.

4. Ask the students again to look at the list on the board and try to categorize the different kinds of advertising and why they are used.

    What are the different kinds of advertising?

    - 1) Product (tells the public what to buy by promoting specific products)
        - a) Helps support personal selling
        - b) Product information helps customers recognize needs
        - c) Provides customers with a basis from which to ask questions
        - d) Reminds people of products and services
    - 2) Business firm (tells the public of availability of desired products)
        - a) Informs of specific firms that offer goods and services
        - b) May highlight the virtues of the agribusiness
        - c) May highlight the availability of specific products or services
    - 3) Manufacturer (usually regional or national)
        - a) To attract dealers who sell and distribute products
        - b) To reach people who influence dealers

        - c) To sell products to other manufacturers (industrial advertising)
    - 4) Intrusive (high-powered product advertising)
        - a) Emphasizes persuasion
        - b) Short radio and TV commercials
    - 5) Directional (emphasizes information)
        - a) Tells where to buy and who to contact
            - (1) Breed and seed directories
            - (2) Yellow pages

F. Other Activities

G. Competency

Recognize how advertising is used in agribusiness.

H. Answers to Evaluation

1. The following is a suggested definition. Answer should include two of the benefits from study question one or others as determined by the instructor.

   Advertising is a paid, nonpersonal promotion of products, information and services by an identified sponsor.

2. a. Source for information
   b. To persuade
   c. To remind people

3. 1. c, d
   2. a, e, f
   3. b, e

4. 1. e
   2. f
   3. a, c
   4. d
   5. b

UNIT VI - ADVERTISING AND DISPLAY

Lesson 2: How is advertising used in agribusiness?

EVALUATION

1. Define what advertising is and list two of its benefits.

2. List the three main purposes of advertising.

   a.

   b.

   c.

3. Match the statement(s) concerning the importance of advertising with the group which best fits to whom they are important by placing the appropriate letter(s) in the space provided.

_____ 1. Advertiser

_____ 2. Consumer

_____ 3. Everybody

a. Helps keep current information available

b. Supports the mass media economically

c. Attracts new customers

d. Helps lead the way for personal selling

e. Creates competition

f. Alerts buyers to new products

4. Match the kind of advertising to the definitions and examples which best fit by placing the appropriate letter(s) in the space provided.

_____ 1. Product

_____ 2. Manufacturer

_____ 3. Business firm

_____ 4. Directional

_____ 5. Intrusive

a. Tells where to purchase specific goods and services

b. High-powered and persuasive advertising

c. Highlights the virtues of an agribusiness

d. Yellow pages

e. Provides customers with a basis from which to ask questions

f. To attract dealers to sell and distribute products

UNIT VI - ADVERTISING AND DISPLAY

Lesson 3: What are the different types of advertising media?

Objective: The student will be able to describe the different types of advertising media used by agribusiness.

Study Questions:

1. How do agribusinesses use the print media?
2. How do agribusinesses use the broadcast media?
3. What are some speciality advertising used by agribusiness?

References:

1. Advertising and Display in Agribusiness, 1st ed., McGuire, James E. Chapter 5.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 3: What are the different types of advertising media?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Bring in a chain saw or some other product. Display it before the class, and ask them how they would go about advertising the sale of the item. Encourage the students to role paly and imagine that they are store owners or manufacturers. From this discussion, draw conclusions which point out that there are various methods of advertising to fit particular needs and audiences.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to name some of the written media used in advertising in agriculture. List these on the board, and ask each one is used in agriculture.

   How do agribusinesses use the print media?

   1) Newspaper advertising
      a) Uses
         (1) Grain and livestock reports
         (2) Classified ads (individuals products and services, auctions, etc.)
         (3) Display ads from agribusinesses
         (4) Special feature articles about agriculture
      b) Benefits
         (1) Because of the circulation (who buys the newspaper)
         (2) Most adults read newspapers regularly
         (3) Most newspapers devote 50 to 70% of their space to advertising
         (4) Nearly 1/3 of all advertising dollars are spent in newspapers
         (5) People expect to find information about products, sales, and businesses in the newspaper.
      c) Purchasing newspaper ads
         (1) By the column inch (width of a column of print and one inch in length)
         (2) Different rates per column inch for classified, display, the day advertised, and usually a discount for using over a certain amount of column inches
   2) Uses and benefits of magazine advertising
      a) To reach a national audience

        - b) To reach a specific audience that subscribes to that particular magazine
        - c) Magazines are kept for a period of time, which increases the chance of the advertisement being seen
        - d) Higher quality and attractiveness, because of the use of colors and paper.
        - e) Cost of magazine ads are higher than newspapers
            - (1) Reach a larger, more specific audience
            - (2) Production cost higher because of the use of colors and better paper
    - 3) Use of trade journals
        - a) To rech a very select audience
        - b) Used by agribusinesses that have similar interests with the subscribers to the trade journal
        - c) Advertising helps pay for a large portion of the publication cost.
    - 4) Use of fliers
        - a) To advertise directly to potential customers
        - b) Advertiser pays for all cost of production and distrubution

2. Ask the students how the broadcast media is used by agribusiness. How can this type of advertising be made effective?

    How do agribusinesses use the broadcast media?

    - 1) Radio
        - a) Use either FM or AM stations (AM stations reach a greater area than FM and usually cost more)
        - b) Choose a station that appeals to an agricultural audience or advertise close to programs that appeal to agricultural audiences.
        - c) Personalized way to advertise (reaches the tractor operator or into the home or shop)
        - d) Purchased in time blocks of 10, 30, or 60 seconds
    - 2) Television
        - a) Appeals to more of the five senses than any other media
        - b) Covers wide areas
        - c) Purchased by time blocks

3. Ask the students to give examples of other advertising methods besides written and broadcast.

    What are some speciality advertising used by abribusiness?

    - 1) Outdoor
        - a) Billboards
        - b) Signs
        - c) Sides of buildings
        - d) On the sides of vehicles
    - 2) Speciaity
        - a) Novelties (key chain, yardstick, etc.)
        - b) Calendars
    - 3) Point of sale
        - a) Signs

b) Displays

F. Other Activities

G. Competency

Describe the different types of advertising media used by agribusiness.

H. Answers to Evaluation

1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. F
9. T
10. T

UNIT VI - ADVERTISING AND DISPLAY

Lesson 3: What are the different types of advertising media?

EVALUATION

The statements below are either true or false. Circle the letter "T" if the statement is true; circle the letter "F" if the statement is false.

T F 1. Advertising in newspapers is considered to be a very small part of the total advertising in agribusiness.

T F 2. Trade journals are especially good for reaching a selective audience.

T F 3. A "column inch" is the width of a column of print and is one inch in length.

T F 4. One disadvantage of magazine advertising is that the cost is higher than newspapers.

T F 5. Radio advertising tends to be less personal.

T F 6. One effective use of radio is airing an advertisement in conjunction with an agricultural program.

T F 7. Most newspapers devote 70 to 80% of their space to advertising.

T F 8. FM radio stations reach larger audiences than AM stations.

T F 9. Speciality advertising includes signs and novelties like key chains, caps, etc.

T F 10. Fliers can be used to advertise directly to potential customers.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 4: How do you develop written and illustrated messages?

Objective: The student will be able to design a written and illustrated advertising brochure.

Study Questions:

1. What information is needed before you start writing?
2. What procedures must written advertising follow to be successful?
3. What procedures do you follow when illustrating?
4. What are the steps in laying out a brochure?

References:

1. Advertising and Display in Agribusiness, 1st ed., McGuire, James E. Chapter 6.

UNIT VI - ADVERTISING ADN DISPLAY

Lesson 4: How do you develop written and illustrated messages?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Bring in some brochures and ads for agricultural products and services. Pass these around to the class. Ask the students which ones seem to catch their eye and interest. Briefly discuss comments which will lead into the lesson.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students what information is needed when planning the written and illustrated advertising message.

   What information is needed before you start writing?

   1) Analyze the product, supply, or service to be promoted
      a) Technical information
         (1) Color
         (2) Operation
         (3) Type
         (4) Other
      b) Price
      c) Availability
      d) Warranties
   2) Evaluate your potential customers
      a) The nature of your customers' needs
      b) Educational level (what information do they need)
      c) Ability to pay (cash or credit terms)
   3) Determine major selling points
      a) Unique features of the product or service
      b) Special needs of different groups of customers
      c) Agribusiness's reputation or image
      d) Testimonials of previous satisfied customers
      e) Rational and emotional selling points.

2. Ask the students what a written and illustrated advertisement must accomplish in terms of the customer to be successful. (Note: These steps are similar in content to the four steps in making a purchase the four steps of presenting products in Lessons 3 and 5 of Unit V.)

   What procedures must written advertising follow to be successful?

1) Gain the potential customer's attention
   a) Captivating pictures or drawings
   b) Bold print
   c) Thought-provoking or interesting statments or questions
2) Maintain the reader's interest
   a) Connect information of advertisement with customer's needs
   b) Show activity and action in illustrations.
   c) Ask pertinent questions.
   d) Offer information and promise results.
3) Build desire or convince the customer of their need.
   a) Logically show why they need the product or service
   b) Explain advantages of your particular product or service
   c) Appeal to the potential customer's recognition
4) Encourage the customer to commit to action or buy.
   a) Offer a discount for the first customers buying.
   b) Offer a rebate or a bonus.

3. Ask the students to think of what considerations are to be made when illustrating an advertisement.

What procedures do you follow when illustrating?

1) Create a "dummy" (A general outline or model of how the advertisement will look and what it will contain).
   a) Show size and placement of text and pictures or drawings
   b) Content of each page
   c) Color and style of lettering
   d) Must have good overall balance
   e) Good proportions (size and numbers in good relationship to each other
   f) Unity (everything blends together into one unit)
   g) Emphasize main points in the text
   h) Attractive (clear, neat, appealing, and effective)
2) Advantages of using drawings and photographs
   a) Illustrating with drawings
      (1) Show exactly what you want.
      (2) Do not have distracting backgrounds.
      (3) Cheaper to produce, obtain, and reproduce.
      (4) Used to show details, feeling of motion, graphs, color markings, and percentages
   b) Illustrating with photographs
      (1) Show the actual product or service in action.
      (2) Create attention because they are natural.
      (3) Customer is better able to determine quality.

4. Go down to the local agriculture machinery dealer and gather some brochures. Pass them out to students; then ask what the steps in preparation of a brochure might be.

What are the steps in laying out a brochure?

1) Determine size

      - a) How much information needs to be included
      - b) How the material will be distributed
      - c) How the customer will use the brochure (billfold, notebook)
   - 2) Determine the content
      - a) Cover should be attractive and gain attention
      - b) Heading or title
      - c) Photograph or drawing
      - d) Name of company, trademark, or address
      - e) Some contain order blanks to be filled out and mailed in
   - 3) Determine colors
      - a) Black and white (less expensive than color)
      - b) Color (each additional color means additional cost)
   - 4) Determine processing or production
      - a) Print shop
         - (1) Higher quality
         - (2) Cost are highest
         - (3) Choice of papers and colors
         - (4) Receive the expertise of the employees
         - (5) Obtain price quotes
      - b) Mimeograph equipment
         - (1) Fair quality
         - (2) Quick
         - (3) Economical
         - (4) Can be done at your place of business
         - (5) Good for low quality items such as price sheets
         - (6) Also good for low quantities (less than 1000 copies)

F. Other Activities

G. Competency

Design a written and illustrated advertising brochure.

H. Answers to Evaluation

The Product Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1. 1. Analyze product being promoted
   2. Evaluate your potential customers
   3. Determine major selling points

   Examples should include those from study question number one or others as determined by the instructor

2. 1. c
   2. b
   3. d
   4. c
   5. a

3. 1. A general outline or model showing what the advertisement will look like and what it will contain.

Use study question number 3 for what a "dummy" should contain or others as determined by the teacher.

4. Use study question number 3 for advantages or others as determined by instructor.

5. 1. Determine the size
   2. Determine the content
   3. Determine the colors
   4. Determine processing or production

Use study question number 4 for explanations or others as determined by instructor.

Written and Illustrated Advertisement Product Checklist

Student's Name ______________________________ **Date** ______________

Product to be evaluated ____

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least ___ out of ___ points.

Action	Points Possible	Points Received
Content		
1. Contains appropriate technical information about the product or service	______	______
2. Appeals to the level of the potential customers	______	______
3. Shows the major selling points	______	______
4. Gains customer's attention	______	______
5. Maintains the reader's interest	______	______
6. Builds desire and convinces customer of need	______	______
7. Encourages the customer to commit to action or buy	______	______
8. Eye-catching heading and title	______	______
9. Included name of company and address	______	______
10. Told how to obtain more information	______	______
Construction		
11. Good over all balance	______	______
12. Good proportions	______	______
13. Unity	______	______
14. Main points are emphasized in text	______	______
15. Attractive, neat, and clear	______	______
16. Good use of drawings (showing detail, graphs, etc.)	______	______
17. No distracting backgrounds.	______	______
18. Good use of color or black and white	______	______
19. Proper size for intended use	______	______
20. Good use of photographs (showing action, actual product, etc.)	______	______
Comments:	Total Points Possible	Points or % Received

Minimum Mastery Level ______________

UNIT VI - ADVERTISING AND DISPLAY

Lesson 4: How do you develop written and illustrated messages?

EVALUATION

1. List the three different types of information needed before you start writing and give two examples of each kind.

    1.

        a.

        b.

    2.

        a.

        b.

    3.

        a.

        b.

2. Match the procedures for a successful written advertising with the examples of how each is accomplished by placing the letter in the appropriate space provided.

_____ 1. Explain advantages of your product.

_____ 2. Connect advertisement information with customer's need.

_____ 3. Offer a rebate or bonus.

_____ 4. Logically show why they need the product or service.

_____ 5. Captivating pictures or drawings.

a. Gain attention

b. Maintain interest

c. Build desire

d. Encourage action

3. Explain what a "dummy" is and list four things that it should contain.

   a.

   b.

   c.

   d.

4. List the advantages of photographs and drawings used in advertising.

   1. Photographs

   2. Drawings

5. List the steps in laying out a brochure and a short explanation of how each is accomplished.

   1.

   2.

   3.

   4.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 5: How do you use the broadcast media effectively?

Objective: The student will be able to develop a radio and television advertisement.

Study Questions:

1. What are the advantages and limitations of broadcast advertising?
2. What are the main purposes of broadcast advertising?
3. How do agribusinesses prepare for radio advertising?
4. How do agribusinesses prepare for television advertising?
5. How do you check the effectiveness of your broadcast advertising?

References:

1. Advertising and Display in Agribusiness, 1st ed., McGuire, James, E. Chapter 7.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 5: How do you use the broadcast media effectively?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Discuss some of the most popular advertisements on television or radio. Ask the students why these advertisements appeal to them. Be ready to give some examples of good advertisements to stimulate discussion.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students how agribusinesses use TV and radio; discuss their advantages and limitations.

   What are the advantages and limitations of broadcast advertising?

   1) Advantages of using radio
      a) Personal way of communicating
      b) Can be used immediately
      c) Good for short candid messages
      d) Used as short reminders
      e) Can reach people while they are engaged in activity
   2) Limitations of using radio
      a) The ad cannot be reviewed or reread like written media
      b) Cannot visually show an item
      c) Should not be used to explain complicated messages
   3) Advantages of using television
      a) Uses sight, sound, and emotion
      b) Can change human behavior
   4) Disadvantages of using television
      b) Most expensive
      c) Advertiser needs to be big enough to operate on a regional basis

2. Ask the students to think of advertisements and name some of their general purposes. You might give some examples, such as ads displaying quality or introducing a new product.

   What are the main purposes of broadcast advertising?

   1) Purposes for radio and television advertising
      a) To reach a specific group of potential customers
      b) To help build a mailing list
      c) To promote your product or service name
      d) To announce a new product or idea

- e) To describe the benefits and uses of a product or service
- f) To point out special advantages and features
- g) To emphasize dependability and quality
- h) To increase seasonal and holiday sales
- i) To build industry morale

3. Ask the students what some of their first considerations might be when deciding to make a radio advertisement.

   How do agribusinesses prepare for radio advertising?

   1) Choosing the time and station
      - a) Choose a station that reaches your potential audience
      - b) Choose a station that attracts your potential audience
      - c) Choose a time when agriculturally oriented people would be listening

   2) Preparation for your radio advertisement
      - a) Analyze the audience you want to reach and determine the response you desire
      - b) Need to obtain the attention of listeners quickly
      - c) Type your copy using triple spacing for ease of additions or changes
      - d) Present ideas in logical sequence
      - e) Use words that help the listener follow along
      - f) Use descriptive words (since there is no sight involved)
      - g) Describe how to pronounce difficult words
      - h) Repeat and emphasize important information
      - i) Keep the message to an exact length (figure a rate of 120 to 130 words per minute)

4. Ask the students what some of their first considerations might be when deciding to make a television advertisments.

   How do agribusinesses prepare for television advertising?

   1) Choosing the station and the time
      - a) Choose a station that reaches your potential audience
      - b) Select advertising times which correspond to programs that your potential customers are likely to watch
      - c) Be aware of package deals or discounts for airing your message a certain number of times

   2) Preparing a television visuals
      - a) Slides
        - (1) Easy to secure
        - (2) Use slides with the long side horizontal
        - (3) Remember that some of the slide's edges will not appear on the screen
      - b) Messages appearing in print on television
        - (1) Letters should be 1/2" wide by 7/8" tall
        - (2) Use 1/4 of a posterboard or 11" x 14"
        - (3) Leave 2 1/2" around the edges, allowing an effective writing area of 6" x 9"
        - (4) Five lines at 15 spaces per line maximum

        - (5) Should be printed on television cards in the horizontal position
    - c) Photographs
        - (1) Use 6" x 9" photo rubber cemented on 11" x 14" posterboard
        - (2) Highlight main object by eliminating distracting backgrounds
    - d) Models
        - (1) Can be easily manipulated
        - (2) Cameras can enlarge or zoom in on detail
    - e) Flannel board
        - (1) Useful in showing sequences or steps in a process
    - f) Overhead transparencies
        - (1) Useful in projecting data, charts on a screen
    - g) Storyboard
        - (1) Form in which a television commercial is planned
        - (2) Shows visuals together with their narrative
    - h) Copy
        - (1) Twenty words or less per every 10 seconds
        - (2) Typed, triple-spaced
        - (3) Aid the announcer in pronunciation of words

5. Ask the students how agribusinesses can evaluate and pre-evaluate the effectiveness their advertising.

   How do you check the effectiveness of your broadcast advertising?

   - 1) Nielsen report
       - a) Includes ratings, general trends, and the amount and distribution of listening by periods of each day.
   - 2) Pre-evaluation or pretesting
       - a) Sales area test
           - (1) Scientific survey of results in a specific sales area
           - (2) Usually used for national or regional advertising
       - b) Inquiries method
           - (1) Air an advertisement asking for a response, do it again changing the wording, compare responses
       - c) Consumer-Jury
           - (1) Have a selected group of consumers rate the effectiveness of your advertisements

F. Other Activities

G. Competency

Develop a radio and television advertisement.

H. Answers to Evaluation

The Product Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1.
   1. a
   2. b
   3. a
   4. b
   5. a,b
   6. a

2. Use the list from study question two and the instructor's determination.

3.
   1.
   2. T
   3. T
   4. T
   5.
   6.
   7.
   8.
   9. T
   10. T

4.
   1. b
   2. d
   3. a
   4. c

Broadcast Media Advertisement Product Checklist

Student's Name ______________________________ Date ______________
Product to be evaluated ______________________________________

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least ___ out of ___ points.

Action	Points Possible	Points Received
Content of Braodcast Advertising	☐	☐
1. Contains appropriate technical information about the product or service	___	___
2. Appeals to a specific group of potential customers	___	___
3. States or shows the major selling points	___	___
4. Gains customer's attention	___	___
5. Maintains the customer's interest	___	___
6. Builds desire and convinces customer of need	___	___
7. Encourages the customer to commit to action or buy	___	___
Construction of Radio Advertisement	☐	☐
8. Typed copy in triple spacing	___	___
9. Presented ideas in logical sequence	___	___
10. Used words to help listeners follow along	___	___
11. Used descriptive words	___	___
12. Described how to pronounce difficult words	___	___
13. Repeated and emphasized important information	___	___
14. Length of script was appropriate for time allowed (Figure 120 to 130 words per minute.)	___	___
Construction of Television Advertisement	☐	☐
15. Typed copy in triple spacing	___	___
16. Described how to pronounce difficult words	___	___
17. Length of script appropriate for time allowed (Figure 120 to 130 words per minute.)	___	___
18. Proper use of slides	___	___
19. Right size letters and number of lines to be seen clearly	___	___
20. Photographs the right size without distracting backgrounds	___	___
21. Good use of props, models, flannel board, etc.	___	___
Comments:	Total Points Possible	Points or % Received

Minimum Mastery Level ______________

UNIT VI - ADVERTISING AND DISPLAY

Lesson 5: How do you use the broadcast media effectively?

EVALUATION

1. Match the advantages and limitations of using broadcast media with the type of media on the right by placing the appropriate letter(s) in the space provided.

   _____ 1. Can be used immediately

   _____ 2. Uses sight, sound, and motion

   _____ 3. Should not be used to explain complicated messages

   _____ 4. Most expensive

   _____ 5. Can't be reviewed

   _____ 6. Can reach people while engaged in activity

   a. Radio
   b. Television

2. List four purposes of using radio and television advertising.

   1.

   2.

   3.

   4.

3. Identify true statements from the following list by placing a T in the space provided.

   _____ 1. Identifying your audience is not an important criteria for preparing an advertisement.

   _____ 2. Identifying the type of response you want from your audience is necessary in preparation.

   _____ 3. You need to obtain the attention of listeners fast in radio advertisement.

   _____ 4. Advertising in conjunction with particular programs can be advantageous to an advertiser.

_____ 5. Using descriptive words is more helpful in television advertising than in radio.

_____ 6. A person talks at a speed of 150 to 160 words per minute.

_____ 7. The best slides are taken with the objects long side in the vertical position.

_____ 8. A storyboard consists entirely of visuals for television advertisement.

_____ 9. Backgrounds on television pictures should be nondistracting.

_____ 10. Letters on television advertising cards should be 1/2" wide by 7/8" tall.

4. Match the methods of evaluating advertising effectiveness with its best definition by placing the appropriate letter in the space provided.

_____ 1. Nielsen report

_____ 2. Sales-area test

_____ 3. Inquiries method

_____ 4. Consumer-jury

a. Measure the responses from two slightly different advertisements

b. A list of television ratings and general trends

c. A select group fo people rate advertisements

d. Scientific survey of results in a specific sales area

UNIT VI - ADVERTISING AND DISPLAY

Lesson 6: How can you use direct mail effectively?

Objective: The student will be able to identify how to use direct mail effectively.

Study Questions:

1. What are some uses of direct mail advertising?
2. What are the major advantages of direct mail advertising?
3. How can quality mailing lists be obtained and improved?
4. What are some steps of preparation for direct mail advertising?
5. What methods are used for mailing advertisements, and how do their costs compare?

References:

1. Advertising and Display in Agribusiness, 1st ed., McGuire, James E. Chapter 8.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 6: How can you use direct mail effectively?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the students if they like to hunt. Then ask if they want their rifles to shoot straight and hit the desired target. Relate direct mail advertising to shooting with a rifle as opposed to scattering buckshot with a shotgun. Direct mail advertising is effective because it is aimed directly at a selective audience.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to give some examples of how agribusinesses use direct mail advertising. Bring in other examples which you have collected from local agribusinesses.

What are some uses of direct mail advertising?

1) Selling merchandise direct
    a) Items that are easily described in detail
    b) Items which have a definite price
    c) Items can be priced high enough to cover overhead cost of the mail campaign (usually 40%)
2) Creating and promoting goodwill
    a) Announcing meetings
    b) Announce opening of new agribusinesses
    c) Change in location
    d) Offering new services
3) Promotion of sales
    a) Discount coupons
    b) Sales announcements

2. Ask the students to suggest some advantages of direct mail advertising.

What are the major advantages of direct mail advertising?

1) Advantages
    a) Selective advantages
        (1) Efficient use of money
        (2) Reach a specific group of people
        (3) Reach a specific geographical area
        (4) Arrive at specific times
    b) Flexibility advantages
        (1) Can be mailed at the agribusiness's discretion

        (2) Change the content of repeat mailings easily
        (3) Use various series of mailings

3. **Ask the students why it is important to have good mailing lists. Explain and emphasize that without reaching the right people, your advertising will not be effective.**

   How can quality mailing lists be obtained and maintained?

   1) Rent or buy a list from a broker
   2) Modify existing lists
      a) Directories
      b) Membership lists
      c) Telephone books
      d) Public records
   3) Develop a list through the agribusiness contacts
      a) List of customers
      b) Inquiries from advertisements
      c) Referrals by salespeople
   4) Maintaining lists
      a) Use a good filing system
         (1) File by categories
         (2) Use an efficient method (filing cards, computer disks, etc.)
         (3) Have an updating program
         (4) Active and inactive file

4. Ask the students to name the steps in preparation for direct mail advertising.

   What are some steps of preparation for direct mail advertising?

   1) Establish objectives
      a) Why is the mailing being sent
      b) What reaction do you want from the recipient
      c) What information do you need to include
         (1) Descriptions
         (2) Prices
         (3) Illustrations
         (4) Reminders
   2) Atract attention
      a) Use attractive envelopes
         (1) May include attention-getting statements
      b) Tailor the opening statement to your audience
      c) Direct the messages toward what the customers are doing
   3) Maintain interest
      a) Use colorful words
      b) Keep sentences short
      c) Provide useful information
      d) Personalize letters and messages
   4) Be convincing
      a) Minimize risk
         (1) Good guarantees
         (2) Money back clauses
      b) Testimonials

c) Use verifiable facts

5. Ask the students to give you some examples of how direct mail advertising is mailed.

   What methods are used for mailing advertisements, and how do their costs compare?

   1) Include direct mail advertising along with regular mailings (piggyback)
   2) Mail third class
      a) Mail which is not personal nad not one-of-a-kind
      b) Printed material
      c) Bulk rates are half the cost of single piece rates
   3) First class
      a) Material partly or wholly written by hand
      b) More costly than third class
      c) More personal in appearance
      d) Usually used for small mailings

F. Other Activities

G. Competency

Identify how to use direct mail effectively.

H. Answers to Evaluation

1. Use study question one for answers; others may be determined by the instructor.

2. Use study question two for answers; others may be determined by the instructor.

3. and 4. Use study question three for answers; others may be determined gy the instructor.

5. 1. T
   2. F
   3. T
   4. F
   5. F

UNIT VI - ADVERTISING AND DISPLAY

Lesson 6: How can you use direct mail effectively?

EVALUATION

1. Give two examples of how you can use direct mail advertising under each of the following three catagories.

   1. Selling merchandise directly.

      a.

      b.

   2. Creating and promoting goodwill

      a.

      b.

   3. Promotion of sales

      a.

      b.

2. List two advantages of using direct mail under the following two categories.

   1. Selective advantages

      a.

      b.

   2. Flexibility advantages

      a.

      b.

3. Describe the methods of developing a mailing list under the two following categories.

   1. Modifying existing lists

   2. Making a list from agribusiness contacts.

4. Describe your procedures for maintaining the above list.

5. The following statements are either true or false. Circle the "T" if the statement is true; circle the "F" if the statement is false.

T F 1. The first step in good preparation for direct mailing is to establish objectives.

T F 2. To maintain interest it is a good idea to use long technical sentences.

T F 3. A good way to be convincing is to offer guarantees.

T F 4. The term "piggyback" refers to a type of mailing that is very slow.

T F 5. First class mail is the least personal.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 7: How do you design agribusiness displays?

Objective: The student will be able to design an agribusiness display.

Study Questions:

1. What are two classifications of displays?
2. Where and why do you use displays in agribusiness?
3. What principles do you use to design displays?
4. What elements are important in display design?
5. How can you plan your display effectively?

References:

1. Advertising and Display in Agribusiness, 1st ed., McGuire, James E. Chapters 2 & 9.
2. Handout
    a) HO-1: The Color Wheel

UNIT VI - ADVERTISING AND DISPLAY

Lesson 7: How do you design agribusiness displays?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Give an assignment about a week before you teach this lesson. Asking each student to visit local agribusinesses and observe the different displays. Have each student identify why some displays are better than others. Over the years you can keep slides or pictures of displays made for annual FFA sales, promoting FFA week, or other activities. These will be good to show to the class as an incentive for their class projects.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to name the two main types of displays used in advertising.

   What are the two classifcations of displays?

   1) Promotional
      a) Attract attention to products and supplies
      b) Purpose is to prompt customers to purchase
      c) Features
         (1) Products
         (2) Equipment
         (3) Charts and graphs
   2) Institutional
      a) Used to promote the agribusiness as a whole
      b) Purpose is to present a good image or a particular aspect of the business
      c) Features
         (1) Displays that promote specific community activities (such as FFA week)
         (2) Holiday themes

2. Ask the students where displays are used in agribusiness, and how these various locations help dtermine their content.

   Where and why do you use displays in agribusinesses?

   1) Outside
      a) Exhibits at fairs and trade shows
      b) Demonstrations plots
      c) Animals
      d) Large equipment

2) Window
    a) Attract customers into the store
    b) Part of the overall appearance of the business
    c) They feature the following items
        (1) Single items
        (2) Seasonal items or services
        (3) Sale items
        (4) Related merchandise
        (5) Complete line of goods
3) Interior
    a) Very important because of self-service customers
    b) Entrance and exit
        (1) First place to greet the customer
        (2) Last place to leave a favorable impression
        (3) Best located on right-hand side
        (4) Most trafficked area
    c) Point of purchase (checkout counter)
        (1) Second most trafficked area
        (2) Items likely to be purchased on impulse
        (3) Frequently used, inexpensive items
    d) Open areas
        (1) Used for large displays
        (2) Build-ups (show products in action)
        (3) Convenience centers (where people pass)
    e) Counter tops
        (1) Research shows most effective displays are at eye level
        (2) Easy to display and be seen
    f) Walls
        (1) Utilizes space efficiently
        (2) Can be viewed from a long distance
    g) Hanging
        (1) Save space
        (2) Use for hanging signs and decorations
    h) Shelves
    i) Closed cases
        (1) Used for fragile items, expensive items, or items that need special handling
        (2) Efficient way to display small items
    j) Shadow boxes
        (1) A box open just in the front
        (2) Focuses attention on item or items in the box

3. Ask the students what principles need to be used when designing a display. These same principles can be applied to anything we want to look attractive, including ourselves.

What principles do you use to design a display?

1) Balance
    a) Arranging the display so that equal attention is given to all items and parts of the display
2) Contrast
    a) Working with different combinations of colors, shapes, and sizes to set off their dissimilar qualities

3) Emphasis
    a) Point to one main idea or item
4) Harmony
    a) Combining items to create an effect of things blended together
5) Proportion
    a) Proper relationship of objects to one another and as seen in the real world
6) Repetition
    a) The recurrence of a definite cycle
    b) Arranging similar or the same items at the same distance between each item at the same angle
    c) Causes the eye to move smoothly over the display
7) Rhythm
    a) Placing items in graduation
    b) Step arrangement (Example: The steps in making a sale, Unit III, TM-2)
8) Unity
    a) Things fit together to give a total continuity

4. Ask the students what individual elements are used in combination to create a finished display. Use HO-1 to help explain the use of colors.

What elements are important in display design?

1) Colors -- psychologically stir emotions
    a) Black - good background
    b) Beige (brown and white) - good background; goes well with brown, green, white, and orange
    c) Blue - a cool color; matches with green for spring or white for winter scenes
    d) Brown - good basic color; goes with beige
    e) Green - stands for vigorous, healthy growth, or "go"
    f) Orange - bright, flashy color; used extensively in fall scenes
    g) Pink - good background for flowers
    h) Red - calls attention to itself readily; stands for "stop"
    i) White - good background for black
    j) Yellow - background for bright colors; accents green
2) Direction
    a) Horizontal - gives emphasis to order and dignity
    b) Vertical - gives impressions of height, uprightness, and dignity
    c) Diagonals - guides your attention in certain directions
3) Lines
    a) Straight lines - are formal, rigid, and precise
    b) Curved lines - are informal and relaxed
    c) Lines can be obtained by the arrangement of products or props such as rope
    d) Lines are used to create attention, balance, harmony, and height

- 4) Shape
    - a) Designers use rectangles, squares, triangles, parallelograms, circles, ovals, hexagons, and octagons
    - b) Rectangles are preferred to squares
    - c) Shapes are used for backgrounds, arrangements, props, and containers
- 5) Size
    - a) Used to create special effects
    - b) Contrast created by combining objects of different sizes
    - c) Different ratios (such as 2:1) create pleasing proportions
- 6) Texture
    - a) Used for contrast
    - b) Used to set an environment
- 7) Value
    - a) Degree of light and darkness in colors
- 8) Weight
    - a) Lightweight effect created by using small, light-colored, smooth-textured objects
    - b) Heavier appearance achieved by large, dark, rough-textured items

5. Ask the students to suggest major considerations when designing a good display.

How can you plan your display effectively?

- 1) Establishing a theme
    - a) Central ideas which relates the product, supply, or service to the customer's needs or situation
    - b) General ideas for themes include the following
        - (1) Seasons
        - (2) Current events
- 2) Determine settings by answering the following questions about your product, supply or service
    - a) What it is?
    - b) How and where do you use it?
    - c) What are its main selling features and benefits?
- 3) Sketches
    - a) Show the general outlay of the display
    - b) Helps in determining the materials needed
    - c) Gives a general plan of action
    - d) Make several sketches to try different possibilities
    - e) Two views are usually appropriate (the front and top view)

F. Other Activities

G. Competency

Design an agribusiness display.

H. Answers to Evaluation

The Product Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1. The answer should include the following:
    1. Promotional - They attract attention to products and supplies with their main purpose being to persuade customers to buy.
    2. Institutional - They are used to promote agribusiness as a whole they help create a good image.
2.
    1. f
    2. i
    3. h
    4. g
    5. a
    6. b
    7. e
    8. c
    9. d
3.
    1. c
    2. e
    3. d
    4. h
    5. f
    6. g
    7. a
    8. b
4.
    1. T
    2. F
    3. F
    4. T
    5. T
    6. F

Display Design Product Checklist

Student's Name ______________________________ **Date** ______________

Product to be evaluated ____

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least ___ out of ___ points.

Action	Points Possible	Points Received
Use of Principles of Design		
1. Shows balance		
2. Has contrast		
3. Emphasis on main theme		
4. Harmonizes		
5. Proper proportions of objects		
6. Shows unity		
7. Repetition		
8. Rhythm		
Use of Design Elements		
9. Color		
10. Direction		
11. Lines		
12. Shapes		
13. Size		
14. Texture		
15. Value		
16. Weight		
Measure of Effectiveness		
17. Establishes a theme		
18. Describes the product or service		
19. Shows how the product or supply is used		
20. Relates the main benefits and features		
21. Sketch shows general outlay, plan of action, and materials needed		
Comments:	Total Points Possible	Points or % Received

Minimum Mastery Level ______________

UNIT VI - ADVERTISING AND DISPLAY

Lesson 7: How do you design agribusiness displays?

EVALUATION

1. List the two main types of displays and give a short definition of each.

    1.

    2.

2. Match the following statements about how displays are used in agribusinesses with the locations where they are used by placing the appropriate letter in the space provided.

    _____ 1. Window
    _____ 2. Open areas
    _____ 3. Counter tops
    _____ 4. Walls
    _____ 5. Outside
    _____ 6. Point of purchase
    _____ 7. Closed cases
    _____ 8. Entrance and exit
    _____ 9. Shadow boxes

    a. Demonstration plots
    b. Items likely to be bought on impulse
    c. Most trafficked area
    d. A box with only the front side open
    e. Used for fragile or expensive items
    f. Part of the overall appearance
    g. Utilizes space efficiently
    h. Usually the most effective display because it is at eye level
    i. Usually used for large displays

3. Match the following design principles with the definition which best fits by placing the appropriate letter in the space provided.

_____ 1. Balance

_____ 2. Contrast

_____ 3. Emphasis

_____ 4. Harmony

_____ 5. Proportion

_____ 6. Repetition

_____ 7. Rhythm

_____ 8. Unity

a. Placing items in a step arrangement

b. Giving a total continuity

c. Equal attention is given to the whole display

d. Point to one main item

e. Working with different shapes and colors to make things stand out

f. Proper relationship of one object to another

g. The recurrence of a definate cycle

h. Combination of items giving a blended effect

4. The following statements are either true or false. Circle the "T" if the statement is true; circle the "F" if the statement is false.

T F 1. A theme is a central idea which relates the produce, supply, or service to the customer's needs or situation.

T F 2. Complementary colors are those that are right next to each other on the color wheel.

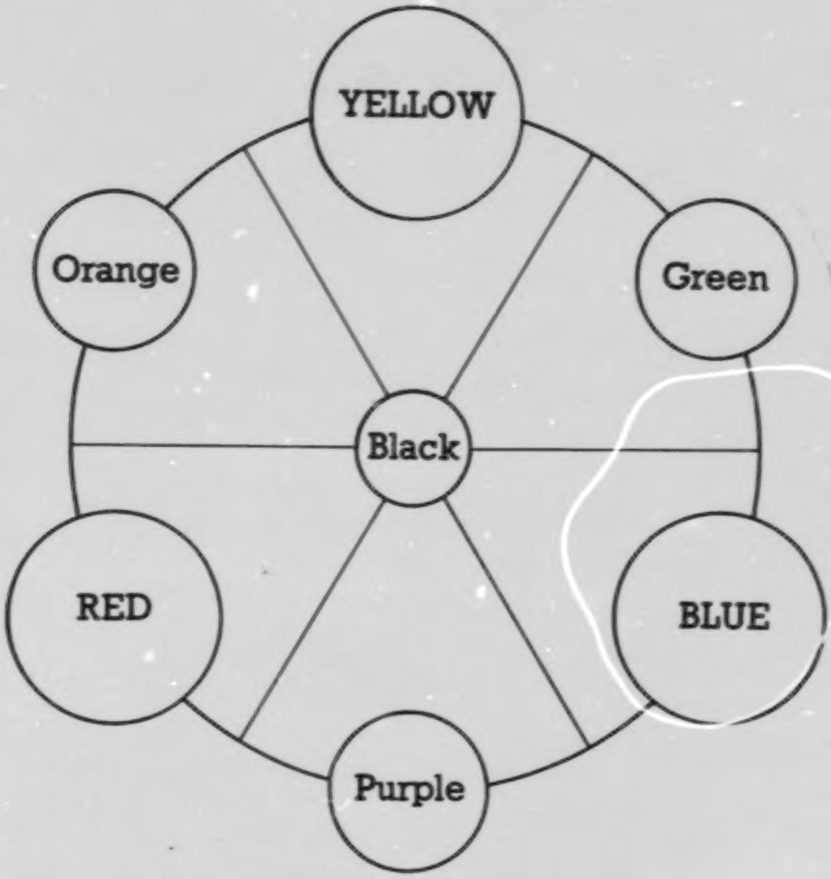
T F 3. Horizontal directions give impression of height.

T F 4. Straight lines give the impression of formal, rigid, and precise.

T F 5. Sketches can give you a general plan of action.

T F 6. Triad colors are three colors opposite each other on a color wheel.

The Color Wheel



- **Six Main Points on the Wheel:** red, yellow, blue, orange, green, purple
- **Primary colors:** red, yellow, blue
- **Secondary colors:** obtained by mixing two primary colors (orange, green, and purple)
- **Intermediate colors:** combination of one primary or one secondary color
- **Complementary colors:** colors directly opposite each other on the wheel, such as red and green
- **Triad:** three colors located an equal distance apart on the color wheel, such as red, yellow, and blue
- **Adjacent (analogous) colors:** colors next to one another on the color wheel, such as yellow, yellow-green, and green

VERBAL COMMUNICATION

UNIT VI - ADVERTISING AND DISPLAY

Lesson 8: How do you construct displays?

Objective: The student will be able to construct an agribusiness display.

Study Questions:

1. What are some display arrangements?
2. What materials and accessories do you need?
3. How do you develop show cards?

References:

1. Advertising and Display in Agribusiness, 1st ed. McGuire, James E. Chapter 10.
2. Handout
    a) HO-2: Checklist for Evaluating Show Cards

Lesson 8: How do you construct displays?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the class to tell you what one of the best ways to sell or attract interest to a product is when the salesperson is not present. The "silent seller" is the display. The display can be used effectively to attract and promote your product to potential customers.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to give you an example of the different arrangements for displays and explain why they are used.

What are some display arrangements?

1) Interference
   a) Wedge shape arrangement
   b) Gives a group or team effect
   c) The eye focuses on the center point then spreads to the sides
2) Pyramid
   a) Pyramid shape
   b) Used frequently for stacking
   c) Suggest abundance and availability of products
   d) Sometimes used to show different sizes
3) Radiation
   a) A center point from which things radiate out, such as spokes from the hub of a wheel
   b) Used frequently in giving descriptive information about products, organizations, or services
4) Repetition
   a) Items that are similar placed in mass, along straight or curved lines, at the same angle, and usually equidistant from each other
   b) Customers tend to remember items which are repeated
5) Stairstep
   a) Items arranged as on stairsteps
   b) Suggest increasing advancement or progress
   c) Used frequently to show stages of production
6) Zigzag
   a) Combination of stairstep and repetition arrangements using alternating sides
   b) Frequently used for informal arrangements

2. Ask the students to tell you what kinds of materials and accessories would be needed for display construction. Leave room for imagination, as well as the essential items.

What materials and accessories do you need?

1) Props -- fixtures to support and hold merchandise and accessories
    a) Must be stable and strong enough for support
    b) They give the basic shape and provide for special effects
    c) Most frequently used props include:
        (1) Panels and screens made of plywood, masonite, kraftboard or other; used for background or for holding items.
        (2) Tables and stands made of a variety of items in agriculture, bales of hay, buckets, etc.; used for holding items.
        (3) Cubes made of wood, kraftboard or other materials are very versatile for arrangements.
        (4) Mannequins and forms show products in use.
        (5) Easels or tripod stands are used to hold pictures and other items.

2. Other materials, tools, and accessories
    a) Agricultural products should be neat, attractive, functional, and safe to the customer
    b) Backgrounds and landscaping can be made of paper, cloth, and plastic or plant materials
    c) Paper can be used for coverings, making shapes, and show cards.
    d) Paints give color or accent, used for making signs and letters.
    e) Construction supplies which include, but are not limited to, lumber, electrical, plumbing, staples, screws, nails, thumbtacks or pins, and wire.
    f) Tools generally needed for display construction consist of the following: scissors, hammer, staple gun, side-cutting pliers, nail puller, screwdrivers, hand saw, X-acto knives, and a carpenter's square. Other power tools which might be handy could include saber saw, power hand saw, electric drill, and don't forget the extension cord
    g) Floor coverings could include paper, carpeting, cloth, sand, soil, rocks, bricks, sawdust, or grain.
    h) Other accessories could include background items such as a block of wood and sawdust for a chainsaw display

3. Ask the students what type of information should be provided on cards to help displays be more effective. Have the students construct at least one show card for a product and use HO-2 as a guideline for constructing and evaluating the cards.

How do you develop show cards?

1) What are the purposes of show cards and what types of information are included in their content?
   a) Attractive
   b) Give information that is important to the sale as the brand name, price, terms, and stressing benefits
2) What procedures are needed for show card layouts?
   a) The layout can be prepared by the local business or hired done. In either instance, the main content must be decided by the local business.
   b) Develop an idea from your agricultural publications, other business displays, fairs, and trade shows.
   c) Common size of a signboard is 22" x 28", just half of a regular sized signboard of 44" x 28".
   d) Keep designs simple, brief, and neat.
   e) Work out trial sketches
   f) Keep lettering horizontal so it is easy to read and use capital letters sparingly since people have trouble reading lines with all capital letters.
   g) Try to keep one main idea per card.
   h) May use the opaque projector to project designs onto your cards
3) What are different ways to letter cards?
   a) Use die cut letters; these may be traced around or simply glued on the card with rubber cement.
   b) Transfer or press on lettering
   c) Spray paint or fill in stenciled letters
   d) Drawing letters freehand
   e) Plastic lettering guides
   f) Use a drawing board and a T-square to keep your copy straight
   g) Use a variety of materials and styles
   h) A good procedure is to pencil in lightly your lettering and then check for spelling and positioning.

4. Ask the students to describe the steps in setting up a display.

How do you set up displays?

1) First -- build the basic form which includes walls, flooring, and shelving.
2) Second -- provide any utilities that might be needed (electricity or water).
3) Third -- place all the props and products, make sure they are fastened securely.
4) Fourth -- add any extra accessories that give realism or attract customers.
5) Fifth -- position the show cards so that they can be easily read and are attractive.
6) Sixth -- take a final look and make adjustments that will add to the attraction and overall effectiveness of the display.

F. Other Activities

The class at this point should be involved in constructing a display for the FFA chapter, other school oriented projects, or possibly for an agribusiness in the community.

G. Competency

Construct an agribusiness display.

H. Answers to Evaluation:

The Product Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1. 1. c
   2. d
   3. f
   4. e
   5. b
   6. a

2. Answers should include information from the discussion of study question number two or others as determined by the instructor.

3. 1. F
   2. F
   3. T
   4. T
   5. T

4. 1. Build basic form
   2. Provide utilities
   3. Place props and products
   4. Add accessories
   5. Position showcards
   6. Final review and adjustments

Display Construction Product Checklist

Student's Name ______________________________ **Date** ______________

Product to be evaluated ____

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least ___ out of ___ points.

Action	Points Possible	Points Received
1. Used appropriate display arrangement for product		
2. Props are stable and strong enough for support		
3. Props provide an attractive shape or special effect		
4. Used accessories for back ground		
5. Used construction materials correctly		
6. Used tools neatly and safetly		
7. Included attractive neat, readable show cards		
8. Show cards give information important to the sale		
9. Used proper set-up procedures		
10. Finished display is effective and attractive		
Comments:	Total Points Possible	Points or % Received

Minimum Mastery Level ______________

Lesson 8: How do you construct displays?

EVALUATION

1. Match the types of arrangements on the right with the correct definitions by placing the appropriate letter in the blanks provided.

____ 1. Suggests increasing advancement or progress and is used frequently to show stages of production.

____ 2. Suggest abundance and availability of products; used frequently for stacking.

____ 3. The eye focuses on the center point then spreads to the sides and it gives a team effect.

____ 4. Used frequently in giving descriptive information about products, organizations, or services.

____ 5. Used frequently for informal arrangements.

____ 6. Items that are similar placed in mass, along straight or curved lines and usually at the same angle and distance apart.

a. Repetition
b. Zigzag
c. Stairstep
d. Pyramid
e. Radiation
f. Interference

2. List ten materials or props used in display construction and describe their use.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

3. The following statements are either true or false. Circle the "T" if the statement is true; circle the "F" if the statement is false

T F 1. Show cards should not contain the price of the item(s) being displayed.

T F 2. Capital letters should be used frequently to make the copy stand out on show cards.

T F 3. A good way to project designs on show cards is with an opaque projector.

T F 4. It is always good to lay out your letters in light pencil on your show cards.

T F 5. Design should be kept simple, brief, and neat.

4. List the steps in setting up a display in the correct order in which you would do them.

1.

2.

3.

4.

5.

6.

Checklist For Evaluating Show Cards

Use the following checklist to help judge if the written copy and layout of the show cards are acceptable.

EVALUATION ITEMS	YES	NO
1. Are all words spelled correctly?		
2. Does the lead-in line give a reason for buying, suggested use, or major buying benefit?		
3. Are the words descriptive?		
4. Does the headline identify the merchandise by name, trade-mark, or brand name?		
5. Are the words and letters neatly spaced?		
6. Do the selling features point out the product features that are NOT obvious to the customer at first glance?		
7. Do the selling features answer questions the customer would want to know about the product?		
8. Is the price correctly written?		
9. Is the copy brief and to the point?		
10. Does the sign remind the prospective buyer of something wanted or needed?		
11. Is the amount of copy balanced with the size of the sign?		
12. Is the copy information understandable?		
13. Does the copy describe the product truthfully?		
14. Is the sign clean?		

CREDIT: **Distributive Education II**, State Department of Vocational and Technical Education, Stillwater, OK

UNIT VI - ADVERTISING AND DISPLAY

Lesson 9: How do you maintain and increase the effectiveness of displays?

Objective: The student will be able to recognize ways of maintaining and increasing the effectiveness of displays.

Study Questions:

1. What are the elements of color that can help improve displays?
2. How can lighting be used to improve displays?
3. How can motion be used to enhance displays?
4. What types of novelties help the effectiveness of displays?
5. Why should displays be changed frequently?
6. What kind of problems develop after displays are constructed?
7. How are displays maintained and improved?

References:

1. Advertising and Display in Agribusiness, 1st ed. McGuire, James E. Chapters 11 and 12.

UNIT VI - ADVERTISING AND DISPLAY

Lesson 9: How do you maintain and increase the effectiveness of displays?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Use an example of preparing a livestock animal for the state fair. The student would make every extra effort to see that the animal was fed right and given all the appropriate vitamins and nutrients. While at the fair, the student would make sure the animal was kept well groomed, and maintained for the judges. The competition for a first place ribbon is high just as the competition for customers' attention and buying power is high. The agribusiness must use all the resources available to capture that attention and gain the sale. Putting extra effort into the design and construction of displays is one way to attract customer attention to the product or service. Aslo, after putting forth all that extra effort it only makes good sense to keep the display in its best form by good maintenance.

C. Assignment

D. Supervised Study

E. Discussion

1. Tell the class that displays must be full of color that adds to its attractiveness. Ask the class to describe the elements of color that help improve that attractiveness.

   What are the elements of color that help improve displays?

   1) Shade -- colors that are created by mixing either a primary or secondary color with black.
   2) Tint -- any of the colors mixed with white
   3) Tone -- created by combining black and white with colors
   4) Harmony -- combinations of colors that produce a pleasing effect
      a) Usually combine complementary, triad, and analogous colors
      b) Not all combinations will work in every situation
      c) Pure colors usually harmonize with tints and white, or shades and black
      d) Tones and shades usually harmonize with white
      e) Groups of tones, shades, and tints harmonize
   5) Contrast -- putting colors together to make one stand out over another, usually opposites
      a) Contrast can be used, for example, to make letters stand out on show cards
      b) A balance between harmony and contrast can be obtained by using dark shades and light tints of the same color

6) Intensity — Sharp, strong colors which have not been mixed with complementary colors

7) Value

   a) This term is used in the Munsel color system and refers to the amount of black and white mixed to make a tone.

   b) Chroma is the related term that signifies the amount of color that is mixed with the black and white to make the tone.

2. Ask the students how light can be used to help improve the display.

How can lighting be used to improve displays?

1) Use of secondary lighting

   a) Secondary lighting is used to intensify or brighten displays beyond the primary light, which is the light that normally exists.

   b) Use of spotlights

      (1) Clear spotlights brighten displays to make them easier to examine

      (2) Green spotlights help provide contrast.

      (3) Red spotlights create good visibility and attention.

      (4) Blue spotlights are cool and used to make white look more white

      (5) Caution! Spotlights may overheat the display

   c) Cycle lighting can be provided by timing devices, mechanical switches, and blinking lights.

   d) Special effects

      (1) Various types of scenes such as sunrises, sunsets, and nighttime with stars can be simulated

      (2) Shadows can be created and also avoided by proper placement of lights

   e) Advantages and disadvantages of types of light

      (1) Battery and petroleum-powered lights have flexibility but need to be used with caution

      (2) Fluorescent lights are most like daylight, generate less heat, and are more economical, but they also distort true colors

      (3) Incandescent lights can be bright, concentrated on specific areas, and do not distort true colors

3. Ask the students what motion can do for a display and what are some ways of putting motion into a display.

How can motion be used to enhance displays?

1) Motion attracts and maintains the interest of customers

   a) Circular motion

      (1) Turntables can provide views of all sides of a product

      (2) Pumps can be used to push water around a course.

      (3) Small electrical motors and hand drills can provide rotating motion

   b) Reciprocating motion - side to side or up and down motion
      (1) One good example of this motion is the pitman on a sickle mower.
      (2) Mechanical devices for reciprocal motion are harder to construct.
   c) Multimotion can provide even greater intrigue and show products closer to reality or actual operation.

4. Ask the class how one might provide novelty in displays that would help provide attraction for customers.

   What types of novelties help the effectiveness of displays?

   1) Different sizes and unique shapes attract attention.
      a) Magnification (enlarging) -- making a model "bigger than life" to show fine detail or to make displays novel and attractive.
      b) Miniaturization (shrinking) -- making a small scale model of something that might be too large to show naturally, for example, a full size building
   2) Adding sound can attract customers and grab their attention
   3) Adding animation in the form of characters like Smokey the Bear or through real-life simulations, such as slides and film clips can create interest.
   4) Adding the unusual or the unexpected to your display for example, good smells or famous personalities, can attract customers.

5. Ask the students to give you reasons why displays should be changed periodically.

   Why should displays be changed frequently?

   1) Customers get tired of seeing the same thing (and soon lose interest). Agribusiness displays need to be changed every week or every two weeks for variety.
   2) Displays tend to lose quality over time. Plants die, colors fade, and dust collects.
   3) Some displays are part of on on-going promotional campaign and must be changed to keep up with the on-going sequence.

6. Ask the students to describe what kind of specific problems arise during the lifetime of a display.

   What kind of problems develop after displays are constructed?

   1) Soiling from dust, handling and other foreign material being deposited on the displays
   2) Loss from things falling apart or being taken.
   3) Mutilation caused by neglect, improper treatment, or people vandalizing.
   4) Materials may be destroyed from heat and light, such as vegetable matter dehydrating and colors fading.
   5) Materials may become outdated

    - 6) Parts of displays may wear out or be broken, especially if motion is part of the display.

7. Ask the student what types of activities can be done to prevent problems, maintain and improve existing displays.

How are displays maintained and improved?

- 1) Make an evaluation of the display.
    - a) Have an employee other than the one who constructed the display evaluate it.
    - b) Set aside in the daily list of activities a specific time for maintenance
    - c) Observe customer reactions to the display; you might even ask them for their comments about the display.
- 2) Cleaning the display
    - a) Keep on top of cleaning by doing it every day instead of letting the dust build up over time.
    - b) Slick smooth finished are preferred for ease of cleaning.
    - c) Use different cleaning methods for different materials.
        - (1) A lint-free rag and a few drops of oil for cleaning slick surfaces
        - (2) Enameled surface can be cleaned with kerosene or one of the following mixtures: turpentine and water; or one cup of kerosene, a cup of vinegar and a half cup of water.
        - (3) Glass surfaces can be cleaned with the following mixtures: two tablespoons of ammonia to one gallon of water; vinegar and water; or 1/4 cup of cornstarch to 1/2 gallon of water.
        - (4) Rust can be removed from metal with steel wool and a drop or two of oil and small rust spots can be removed with a typewriter eraser.
        - (5) Stains can be removed with commerical stain removers.
    - d) Caution must be used in using flammable and poisonous cleaning fluids
- 3) Repair and replacement of display components
    - a) Need skilled personnel to handle each situation
    - b) Be prepared with proper replacement parts, materials, and tools
    - c) Use the right size materials and procedures. For example, pre-drill starter holes for screws.
    - d) Replace those items that become too soiled to be cleaned and that are broken beyond repair.
- 4) Rearrangement of the display
    - a) A diagram of the placement of each item should be kept for a ready reference.
    - b) Rearrangement from time to time can add to the attractiveness of the display.
        - (1) Change positions of components or arrangement.
        - (2) Change colors.
        - (3) Replace accessories

F. Competency

Recognize ways of maintaining and increasing the effectiveness of displays.

G. Answers to Evaluation

1.
    1. e
    2. c
    3. h
    4. f
    5. i
    6. j
    7. g
    8. a
    9. d
    10. b

2.
    1. T
    2. T
    3. F
    4. T
    5. F

3. The list should include but is not limited to four of the following:

    Soiling from dust
    Loss from things falling apart or being taken
    Mutilation caused by improper treatment or vandalism
    Materials being destroyed by heat or light
    Materials becoming outdated
    Parts of displays may wear out or become broken

4. Answer should include points discussed under study question seven or other acceptable criteria as determined by the instructor.

UNIT ~~IV~~ VI - ADVERTISING AND DISPLAY

Lesson 9: How do you maintain and increase the effectiveness of displays?

EVALUATION

1. Match the terms on the right with the correct definitions on the left by placing the appropriate letter in the blanks provided.

____ 1. Lighting used to intensify or brighten displays beyond that light that normally exists.

____ 2. Colors created by mixing either primary or secondary colors with black.

____ 3. Spotlights that create a cool effect and make white look very white.

____ 4. Any color mixed with white.

____ 5. Spotlights used to create good visibilty and draw attention.

____ 6. Combination of colors that produces a pleasing effect.

____ 7. The type of light that is most like natural daylight and is the most economical.

____ 8. Created by combining black and white with colors.

____ 9. The term that refers to the amount of black and white mixed with colors.

____ 10. The type of light that does not distort color.

a. Tone
b. Incandescent
c. Shades
d. Value
e. Secondary lighting
f. Tint
g. Fluorescent
h. Blue spotlights
i. Red spotlights
j. Harmony

2. The following statements are either true or false. Circle the "T" if the statement is true; circle the "F" if the statement is false.

T F 1. Circular motion can help provide views from all sides.

T F 2. One good reason to change displays is that people get tired of seeing the same thing.

T F 3. Miniaturization means to take something that is normally small and make it larger.

T F 4. The purpose of motion is to create intrigue and possibly show products in operation.

T F 5. Displays in an agribusiness should be changed once or twice a week.

3. List at least four of the types of problems one will encounter during the lifetime of a display.

   1.

   2.

   3.

   4.

4. Describe the steps of a maintenance plan that you would implement to keep your display effective.

AGRICULTURAL BUSINESS

Unit VII - Business Procedures and Records

LESSONS:

1. What are business procedures and records and why are they needed in agribusiness?
2. Agribusiness Customer Transactions
3. The Function and Preparation of the Sales Ticket
4. Handling Credit and Billing Procedures
5. Inventory Control, Replacement, and Pricing
6. Basic Recordkeeping and Banking Services
7. Sales and Purchasing Records
8. Insurance and Losses
9. Using the Cash Register
10. Using the Adding Machine and Electronic Calculator in Agribusiness
11. Using Microfiche Viewing Equipment

OBJECTIVES:

1. Given a written evaluation, the student will describe why the different business procedures and records are needed in an agribusiness with 75% accuracy.*
2. Given a written evaluation, the student will identify how to make customer transactions with 75% accuracy.
3. Given a role playing situation and a blank sales ticket, the student will prepare a sales ticket as evidenced by 75% mastery of the product checklist.
4. Given a written evaluation, the student will identify the proper procedures for handling credit in an agribusiness with 75% accuracy.
5. Given a written evaluation, the student will describe how inventory is managed and how the selling price of merchandise is determined with 75% accuracy.
6. Given a written evaluation, the student will describe the basic elements of recordkeeping and checking account procedures with 75% accuracy.

7. Given a written evaluation, the student will identify how sales and purchasing records are kept.

8. Given a written evaluation, the student will identify types of insurance needed by agribusinesses to help protect them from losses with 75% accuracy.

9. Given a cash register and a role playing situation, the student will demonstrate the use of basic parts on a cash register as evidenced by 75% mastery of the performance checklist.

10. Given mathematical problems and the proper machine, the student will demonstrate the use of an adding machine and an electronic calculator as evidenced by 75% mastery of the performance checklist.

11. Given a written evaluation, the student will identify the proper procedures using the microfiche reader with 75% accuracy.

* Percent accuracy to be set by instructor to reflect passing grade within the school system.

COMPETENCIES TO BE DEVELOPED:

1. Describe why the different business procedures and records are needed in an agribusiness.
2. Identify how to make customer transactions.
3. Prepare a sales ticket.
4. Identify the proper procedures for handling credit in an agribusiness.
5. Describe how inventory is managed and how the selling price of merchandise is determined.
6. Describe the basic elements of recordkeeping and checking account procedures.
7. Identify how sales and purchasing records are kept.
8. Identify types of insurance needed by agribusinesses to help protect them from losses.
9. Demonstrate the use of basic parts on a cash register.
10. Demonstrate the use of an adding machine and an electronic calculator.
11. Identify the proper procedures in using the microfiche viewing equipment.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Obtain copies of sales slips, credit applications, inventory cards, etc. from local agribusinesses and use these for exercises in the class and for examples.

2. Have a local insurance agency come in and talk about insurance for agribusiness.

3. Divide the class into groups and have them analyze the financial situation of the FFA Chapter. Have them prepare statements of net worth and compare their statements.

4. Use an example of a fund raising activity that the FFA Chapter conducts. Have the students figure out the inventory, sales, and purchasing procedures involved. Have them set up the credit policy and billing procedures.

5. Have the local law enforcement agency come in and talk to the students about how to handle suspected shoplifters.

GETTING READY FOR THIS UNIT

A. References and Materials:

The references and materials listed below are only suggestions. This does not imply that they must all be used. Using any of the suggested texts and a selection of the other materials should be sufficient to successfully teach the unit.

1. Agribusiness Procedures and Records. Lee, Delene W. and Lee, Jasper S. 1st. ed. New York: McGraw-Hill, 1979.

2. Selling in Agribusiness. Miller, Larry E. 1st. ed. New York: McGraw-Hill, 1979.

3. Business Procedures and Records. Agricultural Education Services, Ohio State University, 1977.

EVALUATION

1. Give short objective tests at the end of each lesson and at the end of each unit.

2. Observe changes in behavior as evidenced of an improved ability of the students to deal with problems in this unit using background acquired from earlier units.

3. Observe students' attempts to solve similar problems in their supervised occupational experience programs.

4. Instructors are urged to adapt the product/performance checklists to classroom situations. The number of points for mastery should be determined to reflect a passing grade, and items which must be completed satisfactorily should be indicated. The student should be allowed to review the checklist before attempting masters.

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 1: What are business procedures and records and why are they needed in agribusiness?

Objective: The student will be able to describe why the different business procedures and records needed are in an agribusiness.

Study Questions:

1. What is a definition of business procedures?
2. What are the common procedures for handling shoplifters?
3. What are the business procedures and records needed?
4. What can be done with business procedures and records?

References:

1. Agribusiness Procedures and Records, 1st ed. Lee, Delene W., and Lee, Japser S. Chapter 1.
2. Selling in Agribusiness. 1st. ed. Miller, Larry E. Chapter 7.

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 1: What are business procedures and records and why are they needed in agribusiness?

TEACHING PROCEDURES

A. This particular lesson is designed to introduce the unit. Disucss the objectives of the unit, and list the objective of the lesson on the board. During the course of the entire unit, emphasize the fact that each agribusiness will have its own policies and procedures.

B. Motivation

Every entity, whether a person or a business, needs some form of procedures to be able to function. Ask the class to imagine what chaos would result if our bodies did not have a system or procedures to tell you when you are hungry, when something is too hot, when you are tired, or when to move what muscle. The agribusiness also needs procedures to be able to provide goods or services to its customers.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to give you a definition of what business procedures are. Put their suggestions on the board and check it with your definition.

   What is a definition of business procedures?

   1) A customary or established method of conducting business which enables a business to provide products or services.
   2) Some methods or procedures are performed by all employees of an agribusiness to enable that business to operate smoothly and make a profit.

2. Ask the students what they would do if they spotted a possible shoftlifter in the agribusiness they worked for. Ask them to give reasons why these situations should be handled carefully. Emphasize that new employees should ask their supervisor for the company's exact procedures for handling shoplifting incidents.

   What are the common procedures for handling shoplifters?

   1) How do you identify shoplifters?
      a) Shoplifters come from all walks of life so you cannot look for a particular type of person.
      b) Be observant.
      c) Watch those people who hang around a particular area for an extended period of time.
      d) Watch those people who carry large bags or packages.

        e) Watch those people who wear bulky clothing
        f) Watch groups of people entering a store.
    2) How are shoplifting incidents handled?
        a) Follow your company's procedures.
        b) Agribusinesses can be sued (for accusing innocent people) if incidents are not handled properly.
        c) The following are some guidelines in handling shoplifting
            1. Immediately notify your supervisor.
            2. Don't confront the suspected shoplifter.
            3. Don't attempt to detain the suspected shoplifter.
            4. Make a list of what was taken.
            5. Note the height, weight, age, clothing, and any other distinguishing characteristics.
            6. Note direction the person went after leaving the store.
            7. When the suspected shoplifter leaves by car, note its make, model, number of occupants, color, and license plate number.

3. Ask the students to give you a list of the procedures to be performed in an agribusiness. Then ask them to briefly describe the function of each.

What are the business procedures and records needed?

1) Handling communications (exchange of information)
    a) Incoming and outgoing communication
        (1) Communication between employees and non-employees.
        (2) Includes messages, letters, telegrams, phone calls, and business forms
    b) Internal communication
        (1) Communication between employees
        (2) Involves messages, telephone or intercom, or face-to-face conversations
2) Billing and credit collection
    a) Every sale must be properly recorded either as cash or a credit sale.
    b) Transactions must be recorded accurately in records.
    c) Credit procedures need to be explained to customers and a signature is usually required.
    d) Procedures for credit collection need to be established.
3) Inventory and merchandise control
    a) To have what customers need on time, an accurate account of goods is necessary.
    b) The inventory of merchandise and property is needed when determining the worth of a business and is required for taxes.
4) Keeping records
    a) Production records include keeping track of the following costs: purchasing raw materials, maintaining machinery, labor to produce products, and the quantity of products produced.

        b) Marketing records include sales for each product by whom, salaries and commissions paid to salespeople, and the amount of products returned by customers
        c) Financial records include credit received and given by the agribusiness and all items related to the economic state of the agribusiness
        d) Personnel records include payroll information about employees, information about qualifications and personal data, time worked for the company, job title and information about company benefits.

    5) Preparing reports
        a) Financial reports show the amount of assets, or what the agribusiness owns compared to its liabilities, or what the business owes.
        b) Production reports show how much product is produced over a particular amount of time, possible comparison of the cost of manufacturing or productivity output of departments
        c) Marketing reports show amount of sales during certain prescribed periods
        d) Personnel reports may show the status of employees, number employed, and employee turnover
        e) General reports encompass the general status of the agribusiness.

    6) System for storing and retrieving information
        a) Accurate organized filing systems
        b) It includes information that is viable and important to the operation of the business and that is required by law

4. Ask the students to give you reasons why we need business procedures and records for an agribusiness. Write these on the board and compare them with the following.

What can be done with business procedures and records?

1) Productivity of employees
    a) Keeping track of the amount of time to do a job can show which employees are most productive if the quality of the work is also checked.
    b) Records showing who sold items or who worked on items can help you determine who is selling the most, or who is doing the most work. It can also help you keep track of the quality of work, by customer satisfaction or complaints.
    c) Comparing inventory of merchandise to amount sold can help find errors with handling money.
2) For financial analysis
    a) Basically a financial analysis should show how much money is left after all debts have been paid, or the profit.
    b) The analysis can pinpoint specific areas or products where the agribusiness is losing money.
3) For governmental and industrial regulations

        a) Procedures and records help provide information for tax purposes.
        b) Daily procedures help you keep up with the information you need at the end of the year.
        c) Information may be required from you for your trade association.
    4) Other
        a) Inventories show when to order goods or supplies.
        b) For overall efficiency of the operation
        c) To provide information to stockholders, owners, or lending institutions
        d) Helps to control errors

F. Competency

Describe why the different business procedures and records are needed in an agribusiness.

G. Answers to Evaluation

The following are suggested answers. Additional acceptable criteria should be determined by the instructor.

1. A customary or established method of conducting business which enables that business to operate smoothly and make a profit.

2.
    1. Handling communications
    2. Billing and credit collection
    3. Inventory and merchandise control
    4. Keeping records
    5. Preparing reports
    6. System for storing and retrieving information

3. Answer should include information discussed under study question number three or other acceptable criteria as determined by the instructor.

4.
    1.
    2.
    3.

5.
    1.
    2.
    3.
    4.

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 1: What are business procedures and records and why are they needed in agribusiness?

EVALUATION

1. Define the term business procedures.

2. List the six types of business procedures and records and give a short description of each.

    1.

    2.

    3.

    4.

    5.

    6.

3. Give three reasons why you should have business procedures and records.

    1.

    2.

    3.

4. List three ways to identify shoplifters.

   1.

   2.

   3.

5. Identify four suggested procedures for handling shoplifters.

   1.

   2.

   3.

   4.

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 2: Agribusiness Customer Transactions

Objective: The student will be able to identify how to make customer transactions.

Study Questions:

1. **What rules do you follow concerning sales tax in Missouri?**
2. **How do you make change properly?**
3. **Why are checks used, and what procedures do you follow in accepting and cashing them?**
4. **How do you record credit card sales?**
5. **What are discounts and terms of sale? How are they administered?**
6. **What do warranties and guarrantees provide the customer?**

References:

1. Selling in Agribusiness. Miller, Larry E., 1st ed. Chapters 9 and 10.
2. Agribusiness Procedures and Records. Lee, Delene W. and Lee, Jasper S., 1st ed., Chapter 4.
3. Business Procedures and Records. Agricultural Education Services, Ohio State University, 1977.
4. Department of Revenue
5. Handouts
    - a) HO-1: Agribusiness Customer Transactions
    - b) HO-2: Sample City Sales Tax Table
    - c) HO-3: Example of Pricing Policy for an Agribusiness
    - d) HO-4: Exempt and Non-exempt Farm Items
6. Assignment Sheets
    - a) AS-1: Problems in Figuring Sales Tax
    - b) AS-2: Problems in Figuring Discounts and Terms of Sale

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 2: Agribusiness Customer Transactions

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the students if they or their parents have ever been given the wrong change after a purchase, or been charged the wrong price. Maybe they have encountered a salesperson who did not know the policy concerning discounts, handling checks, or charge cards. One of the main purposes of any agribusiness is to keep customers happy and satisfied so that they will come back. The following laws, procedures, and policies will help the student properly handle transactions with customers.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students if they know what the current sales tax is in their county. Ask them if they know what items and organizations are exempt from sales tax.

   What rules do you follow concerning sales tax in Missouri?

   1) What is the intent of the sales tax law and what items or businesses are exempt?
      a) That products will only be charged sales tax once. This will be to that person who buys the product for final consumption or use.
      b) Therefore, a product will not be charged a tax if it is used to produce a final item which is sold, as long as the cost of the product is included in the price of the final item.
      c) The bottom line is anything used in the production process is exempt from sales tax. The following are some examples:
         (1) Feed for livestock or poultry which is to be sold ultimately in processed form.
         (2) Seed, limestone, or fertilizer which is to be used for seeding, liming, or fertilizing crops which, when harvested, will be sold at retail or will be fed to livestock or poultry to be sold ultimately in processed form at retail.
         (3) Farm machinery used exclusively for production of crops, raising and feeding of livestock or poultry, or producing eggs and milk are exempt. For example, irrigation systems, milking machines, incubators, and automatic feeding equipment are

exempt. The following items are excluded from the meaning of farm machinery and therefore are not exempt: containers and storage devices, hand tools, accessories.

d) Also, the usage of items determine if it is taxable or not. This means any building materials that become a permanent part of real estate or buildings is subject to tax. The following are some examples:
   (1) Tile used in fields which increase the production of crops for sale are exempt. However, the same tile used in a farrowing house for drains would not be exempt.
   (2) Fencing materials used in a permanent fence would be taxed because it would be sold along with the rest of the farm when sold. However, a temporary electric fence moved to make more pasture for dairy cows, therefore increasing production is sales tax exempt.

e) Some organizations and businesses are exempt from sales tax.
   (1) Charitable and religious organizations
   (2) Government agencies such as schools, public utility companies, cities, etc.

f) Certificates of exemptions must be signed by purchasers.
   (1) The blanket certificate is on file at the agribusiness and covers all sales made to that entity.
   (2) The unit certificate is usually part of the sales ticket and exempts only those items listed on the ticket.

2) What is the present sales tax in Missouri?
   a) The state tax is presently 4%, state conservation tax is .125%
   b) Local city or county taxes may vary, for example, one city has a sales tax of 1.5% and the county sales tax is .5%; goods purchased in this city would have a 6.125% sales tax charged to it.
   c) Have students figure the sales tax on AS-1; remind them to round up at 1/2 cent or more and drop when less than 1/2 cent. Note: After they have finished this assignment you may want to pass out HO-2 for their reference.

2. Ask the student if they can tell you the proper way to make change. Nothing makes customers more angry than to get shortchanged. (Note: Details on using the cash register will be in a later lesson.)

How do you make change properly?

1) State the amount given to you by the purchaser and the amount of the sale. For example, "That is $6.50 out of $10.00."
2) Place the amount received by the customer on the ledge of

the cash register. This will help answer any question on what size bill the customer gave you.

3) Use the addition method of making change. Starting with the amount of the sale, add up the change to the amount received from the customer. Use the least amount of coins and bills possible. (Counting should be done out loud so the customer can follow the transaction.)
4) Give the receipt to the customer.
5) Place the money received in its proper compartment in the register drawar and close it after the customer is satisfied.
6) Then package the merchandise and give it to the customer. (You could attach the receipt to the package.)
7) To avoid confusion, requests such as exchanging coins for bills should be handled after the transaction is completed.

3. Ask the students for reasons why people use checks. Then ask what the procedures are in accepting and cashing them.

Why are checks used and what procedures do you follow in accepting and cashing them?

1) What are the benefits of using checks?
    a) Help make recordkeeping easier
    b) A canceled check can provide evidence that a payment was made. However, it is not the same as a receipt.
    c) Usually more convenient than money except for small amounts.
    d) Helps reduce the chance of loss or theft.
2) What are the procedures for accepting and cashing checks?
    a) Personalized checks (those checks made out in front of you)
        (1) First, learn the policy of the agribusiness you work for concerning all aspects of handling checks. Then, if you have the authority to handle checks, proceed.
        (2) Check the date.
        (3) Compare the amount in figures with the written amount.
        (4) Check the signature with the name on the check.
        (5) Make sure the check is made out to the exact name of your agribusiness.
        (6) If the name on the check is not preprinted, secure the address of the person writing the check.
        (7) Ask for some kind of identificaton. (Identification such as a driver's liscense or credit card is preferred because it includes the person's signature.
        (8) Call the manager if there is some question about the check or if approval is required.
        (9) Initial the check.
        (10) Treat it as a cash sale.
        (11) Endorse the check immediately with a stamp or by placing it on the cash register printing table.

    - b) Two-party checks (payroll checks, or a check made out by someone else to the customer)
        - (1) Usually less acceptable than personalized checks.
        - (2) Make sure the customer signs the back of the check just as it is made out to him or her on the front.
        - (3) Put the customer's address and telephone number on the back.
        - (4) Follow all the other steps that are applicable as noted above.

4. Ask the students how they would handle credit card sales.

   How do you record credit card sales?

   - 1) Some precautions in handling credit card sales
     - a) Check amount of purchase against the credit card limit. This requires calling a special number. You read in the number on the card to the operator and computers keep track of how much credit is left on the card.
     - b) Check the card against the list for stolen cards.
     - c) Check the card to see if it has reached the expiration date.
     - d) Place the card in position on the machine, overlap it with the credit card slip. Roll the imprinter across the card and slip. Check to see if the card imprinted clearly.
     - e) Have the customer sign the slip, compare the signature on the slip with the one on the card.
     - f) You may also have the customer sign a sales ticket if that is required.
     - g) Give the customer their card and the appropriate copy of the slip.

5. Ask the students to tell you of the different kinds of discounts that they have experienced. Write on the board 2/10 and net 30 and ask if anyone can tell you what it means.

   What are discounts and terms of sale? How are they administered?

   - 1) Cash discounts
     - a) This is a discount given for paying cash for merchandise at the time of delivery.
     - b) This is advantageous to the agribusiness because the money can be reinvested quickly.
     - c) They are usually no larger than 2 - 3%.
     - d) They are figured after all other discounts have been applied.
   - 2) Quantity discounts
     - a) This is a discount given for buying large volumes.
     - b) It may be more economical to an agribusiness to handle a large quantity at once instead of small orders.
     - c) These discounts are usually on tons of feed or fertilizer, or oil bought in drums, etc.
   - 3) Bulk discount - buying a truckload of seed instead of a sack of seed.

4) Early season discounts
   a) This is a discount for buying merchandise before the season in which it is used.
   b) Sometimes these are offered by the agribusiness to save storage space.
   c) These are also offered to help plan for the quantity of units needed during the regular season. In other words, if customers order early they get a discount, but they will not have to pay until delivery.

5) Terms of sale
   a) Terms of sale may be stated on the invoice; they may look like this: 2/10; net 30. This means if you pay within ten days of shipment you will get a 2% discount, or the net or whole amount is due in 30 days with no discount. This is a common percentage rate and number of days. Different percentages and number of days are used.
   b) The terms of sale may also state what percentage of a service charge will be required on late payments.

6. Ask the students to give you a definition of a guarantee and a warranty.

   What do warranties and guarantees provide the customer?

   1) A guarantee is a written promise from the agribusiness that the quality of a product or service will perform as expeceted for a certain time period.
   2) A warranty is also a guarantee, but it further states that the agribusiness or manufacturer will be responsible for replacing or repairing broken parts for a certain period of time.

F. Competency

Identify how to make customer transactions.

G. Answers to Evaluation

1. 1. T
   2. F
   3. F
   4. F
   5. T
   6. T
   7. T
   8. T
   9. F
   10. T
   11. F
   12. T

2. a. 4
   b. 3
   c. 6
   d. 1
   e. 2
   f. 5

3. The answers may include the following but are not limited to them.

   1. To help make recordkeeping easier.
   2. Provide evidence that a payment was made.
   3. More convenient than money except for small products.
   4. Helps reduce the chance of loss or theft.

4. The instructor may want to use local tax rates. If so, the following answers should be refigured.

   1. $3.98
   2. $6.43
   3. $5.39

5. $2,506.35

6. The answer should include, but is not limited to, the following.

   A warranty is a written promise from a business that the quality of a product or service will perform as expected or to a certain level for a specific period of time. A warranty differs from a guarantee because it further states that the manufacturer or business will be responsible for replacing or repairing broken parts for a certain period of time.

H. Answers to Assignment Sheets

AS-1: Answers should be calculated by the instructor using local sales tax tables. Items 11, 12, 15, 16, 17, and 19 should be tax exempt.

AS-2:
1. $1,862.50
2. $1,473.72
3. $2,479.40
4. $1,754
5. $7,425

Lesson 2: Agribusiness Customer Transactions

EVALUATION

1. The following statements are either true or false. Circle the "T" if the statement is true; circle the "F" if the statement is false.

T F 1. The intent of the sales tax law is that products will only be charged sales tax once.

T F 2. A scoop shovel bought to help clean out the farrowing house is sales tax exempt.

T F 3. Grass seed a farmer bought for his lawn is sales tax exempt.

T F 4. A blanket certificate of exemption has to be signed by the customer every time there is a purchase.

T F 5. Local taxes may be added onto the state sales tax.

T F 6. You need to secure the address of the person writing the check if it is not preprinted.

T F 7. There is a source available for businesses to call in order to find out if the credit limit on a credit card has been reached.

T F 8. The signature on the credit card should be the same as the one on the credit card slip.

T F 9. Cash discounts given at the time of delivery are usually 4%.

T F 10. Quantity discounts are given for buying large amounts.

T F 11. Early season discounts are taken after all the other discounts.

T F 12. The terms of sale "1/15; net 30" means if you pay within 15 days you may have a 1% discount off the purchase price, otherwise the net amount is due in 30 days.

2. Arrange the following steps for making change in the correct order by placing the numbers one through six in the blanks provided. The number one should indicate the first step; the number six the last.

_____ a. Give the receipt to the customer.

_____ b. Starting with the amount of the sale, add up the change to the amount received from the customer.

_____ c. Package the merchandise and give it to the customer.

_____ d. State the amount given to you by the purchaser and the amount of the sale.

_____ e. Place the amount received by the customer on the ledge of the cash register.

_____ f. Place the money received in its proper compartment in the register drawer and close it.

3. List three benefits of using checks.

   1.

   2.

   3.

4. Figure the sales tax for the following items at 6.125%. Assume that all items are taxable.

   1. 10 bags of fertilizer at $6.50 each __________.

   2. Radio for your tractor, $105 __________.

   3. Lumber for repairs, $88 __________.

5. Kent Brown, a local farmer, purchased 15 tons of [illegible]-20-20 fertilizer at $185 per ton. Kent received a quantity discount of $4 per ton plus an $8 per ton bulk discount, an early order discount of $2.50 per ton, and the terms of sale stated 2/10; net 30. Kent paid for the fertilizer five days after delivery. (Remember that this item would be tax exempt.)

   How much did Kent pay for the fertilizer? __________

6. Explain briefly what a warranty is and how it differs from a guarantee.

AGRIBUSINESS CUSTOMER TRANSACTIONS

Figuring Sales Tax

Every local agribusiness must charge sales tax. The amount of sales tax in the state of Missouri depends on how much is added at the local level to the state tax of 4% and the state conservation tax of .125%. Both the county and city you live in may charge a tax. For example, one city charges a 1.5% sales tax, and the local county charges a .5% sales tax. This means goods sold in this city are charged a total tax of 6.125%.

You may obtain a local sales tax table from your local department of revenue like the one in HO-2. The intent of the sales tax law is that products will only be charged sales tax once. Therefore, a product will be exempt (not charged a sales tax) if it is used to produce a final item which is sold, as long as the cost of the product is included in the final sale of the item. The bottom line for those involved in agriculture is that anything used in the production process is exempt from sales tax with some exceptions as will be explained. For example, if you buy grass seed for your pasture that will be exempt, but if you buy grass seed for your lawn, that is not exempt.

Most agricultural machinery used for production is exempt, like tractors, combines, and haybines. However, some pieces of equipment are not, such as storage devices and containers, hand tools (which means strictly hand powered), and accessories, such as radios, air conditioners, and cigarette lighters for your equipment. Please examine HO-4 for a further listing of items.

Also, the usage of some items may determine if they are exempt. This means if items become a permanent part of real estate or buildings, it will be subject to sales tax. For example, drain tile used in a field to increase production of crops for a sale is exempt. However, the same type of drain tile used in a farrowing house for drains is non-exempt.

Some organizations are exempt from sales tax. They are charitable and religious organizations, government agencies such as schools, public utility companies, cities, etc.

Sales tax exemptions are handled in the agribusines by certificates of exemption. The first type, a blanket certificate, is signed by the customer and kept on file at the agribusiness for all future purchases by the customer. The second type, a unit certificate is usually part of the sales ticket and exempts only those items on the ticket, and must be signed each time there is a purchase.

The two main points that determine if an item is exempt from sales tax is whether it is used directly for production, and that its use does not become a permanent part of real estate or a building.

Making Change

Most employees, no matter what their position at an agribusiness, will have to handle money and it is always good to know the proper steps in making change for customers. The following are steps that show you how to make change. These steps will help you avoid making mistakes that will make your customers lose confidence in the agribusiness and possibly cost your company money.

1. State the amount given to you by the purchaser and the amount of the sale. For example, "That is $3.50 out of $5.00."

2. Place the amount received by the customer on the ledge of the cash register. This will help answer any questions that might come up about what size bill the customer gave you.

3. Use the addition method of making change. Starting with the amount of the sale, add up the change to the amount received from the customer. Use the least amount of coins and bills as possible. Counting should be done out loud so the customer can follow the transaction.

4. Give the receipt to the customer.

5. Place the money received in its proper compartment in the register drawer and close it. This should be done only after the customer is satisfied with the transaction.

6. Package the merchandise and give it to the customer. You could attach the receipt to the package.

7. To avoid confusion, requests such as exchanging coins for bills should be handled after the transaction is completed.

Figuring Discounts

There are four main types of discounts used by agribusinesses. The first type, a cash discount, is given if the customer pays cash at the time of delivery of the merchandise. There are advantages to the agribusiness; the money from the sale can be reinvested immediately. They usually range from 1 - 3% and are applied after all other discounts have been deducted.

The second type, a quantity discount, is given for buying large a volume of merchandise. This can be more economical to an agribusiness because it is usually less expensive to handle a large quantity at once, instead of a series of small orders. These discounts are usually on tons of feed or fertilizer, or items bought in large barrels or drums.

The third type, a bulk discount, is like buying a truckload of corn seed instead of buying idividual sacks. These, like quantity disounts, save on time and energy spent, therefore, saving money.

The fourth type, early season discounts, are for purchasing merchandise before the season in which it is used. This can save the agribusiness storage space and help them identify how much to order ahead of time.

Sample City Sales Tax Table

6⅛%
4% State
⅛% Conservation
2% Local Taxes

OPTIONAL
MISSOURI SALES/USE TAX FORMULA

MISSOURI DEPARTMENT OF REVENUE
JANUARY 1983

6⅛%
4% State
⅛% Conservation
2% Local Taxes

Sale	Tax	Sale	Tax	Sale	Tax	Sale	Tax
$ .00- .08	$.00	12.00-12.16	.74	24.09-24.24	1.48	36.17-36.32	2.22
.09- .24	.01	12.17-12.32	.75	24.25-24.40	1.49	36.33-36.48	2.23
.25- .40	.02	12.33-12.48	.76	24.41-24.57	1.50	36.49-36.65	2.24
.41- .57	.03	12.49-12.65	.77	24.58-24.73	1.51	36.66-36.81	2.25
.58- .73	.04	12.66-12.81	.78	24.74-24.89	1.52	36.82-36.97	2.26
.74- .89	.05	12.82-12.97	.79	24.90-25.06	1.53	36.98-37.14	2.27
.90- 1.06	.06	12.98-13.14	.80	25.07-25.22	1.54	37.15-37.30	2.28
1.07- 1.22	.07	13.15-13.30	.81	25.23-25.38	1.55	37.31-37.46	2.29
1.23- 1.38	.08	13.31-13.46	.82	25.39-25.55	1.56	37.47-37.63	2.30
1.39- 1.55	.09	13.47-13.63	.83	25.56-25.71	1.57	37.64-37.79	2.31
1.56- 1.71	.10	13.64-13.79	.84	25.72-25.87	1.58	37.80-37.95	2.32
1.72- 1.87	.11	13.80-13.95	.85	25.88-26.04	1.59	37.96-38.12	2.33
1.88- 2.04	.12	13.96-14.12	.86	26.05-26.20	1.60	38.13-38.28	2.34
2.05- 2.20	.13	14.13-14.28	.87	26.21-26.36	1.61	38.29-38.44	2.35
2.21- 2.36	.14	14.29-14.44	.88	26.37-26.53	1.62	38.45-38.61	2.36
2.37- 2.53	.15	14.45-14.61	.89	26.54-26.69	1.63	38.62-38.77	2.37
2.54- 2.69	.16	14.62-14.77	.90	26.70-26.85	1.64	38.78-38.93	2.38
2.70- 2.85	.17	14.78-14.93	.91	26.86-27.02	1.65	38.94-39.10	2.39
2.86- 3.02	.18	14.94-15.10	.92	27.03-27.18	1.66	39.11-39.26	2.40
3.03- 3.18	.19	15.11-15.26	.93	27.19-27.34	1.67	39.27-39.42	2.41
3.19- 3.34	.20	15.27-15.42	.94	27.35-27.51	1.68	39.43-39.59	2.42
3.35- 3.51	.21	15.43-15.59	.95	27.52-27.67	1.69	39.60-39.75	2.43
3.52- 3.67	.22	15.60-15.75	.96	27.68-27.83	1.70	39.76-39.91	2.44
3.68- 3.83	.23	15.76-15.91	.97	27.84-27.99	1.71	39.92-40.08	2.45
3.84- 3.99	.24	15.92-16.08	.98	28.00-28.16	1.72	40.09-40.24	2.46
4.00- 4.16	.25	16.09-16.24	.99	28.17-28.32	1.73	40.25-40.40	2.47
4.17- 4.32	.26	16.25-16.40	1.00	28.33-28.48	1.74	40.41-40.57	2.48
4.33- 4.48	.27	16.41-16.57	1.01	28.49-28.65	1.75	40.58-40.73	2.49
4.49- 4.65	.28	16.58-16.73	1.02	28.66-28.81	1.76	40.74-40.89	2.50
4.66- 4.81	.29	16.74-16.89	1.03	28.82-28.97	1.77	40.90-41.06	2.51
4.82- 4.97	.30	16.90-17.06	1.04	28.98-29.14	1.78	41.07-41.22	2.52
4.98- 5.14	.31	17.07-17.22	1.05	29.15-29.30	1.79	41.23-41.38	2.53
5.15- 5.30	.32	17.23-17.38	1.06	29.31-29.46	1.80	41.39-41.55	2.54
5.31- 5.46	.33	17.39-17.55	1.07	29.47-29.63	1.81	41.56-41.71	2.55
5.47- 5.63	.34	17.56-17.71	1.08	29.64-29.79	1.82	41.72-41.87	2.56
5.64- 5.79	.35	17.72-17.87	1.09	29.80-29.95	1.83	41.88-42.04	2.57
5.80- 5.95	.36	17.88-18.04	1.10	29.96-30.12	1.84	42.05-42.20	2.58
5.96- 6.12	.37	18.05-18.20	1.11	30.13-30.28	1.85	42.21-42.36	2.59
6.13- 6.28	.38	18.21-18.36	1.12	30.29-30.44	1.86	42.37-42.53	2.60
6.29- 6.44	.39	18.37-18.53	1.13	30.45-30.61	1.87	42.54-42.69	2.61
6.45- 6.61	.40	18.54-18.69	1.14	30.62-30.77	1.88	42.70-42.85	2.62
6.62- 6.77	.41	18.70-18.85	1.15	30.78-30.93	1.89	42.86-43.02	2.63
6.78- 6.93	.42	18.86-19.02	1.16	30.94-31.10	1.90	43.03-43.18	2.64
6.94- 7.10	.43	19.03-19.18	1.17	31.11-31.26	1.91	43.19-43.34	2.65
7.11- 7.26	.44	19.19-19.34	1.18	31.27-31.42	1.92	43.35-43.51	2.66
7.27- 7.42	.45	19.35-19.51	1.19	31.43-31.59	1.93	43.52-43.67	2.67
7.43- 7.59	.46	19.52-19.67	1.20	31.60-31.75	1.94	43.68-43.83	2.68
7.60- 7.75	.47	19.68-19.83	1.21	31.76-31.91	1.95	43.84-43.99	2.69
7.76- 7.91	.48	19.84-19.99	1.22	31.92-32.08	1.96	44.00-44.16	2.70
7.92- 8.08	.49	20.00-20.16	1.23	32.09-32.24	1.97	44.17-44.32	2.71
8.09- 8.24	.50	20.17-20.32	1.24	32.25-32.40	1.98	44.33-44.48	2.72
8.25- 8.40	.51	20.33-20.48	1.25	32.41-32.57	1.99	44.49-44.65	2.73
8.41- 8.57	.52	20.49-20.65	1.26	32.58-32.73	2.00	44.66-44.81	2.74
8.58- 8.73	.53	20.66-20.81	1.27	32.74-32.89	2.01	44.82-44.97	2.75
8.74- 8.89	.54	20.82-20.97	1.28	32.90-33.06	2.02	44.98-45.14	2.76
8.90- 9.06	.55	20.98-21.14	1.29	33.07-33.22	2.03	45.15-45.30	2.77
9.07- 9.22	.56	21.15-21.30	1.30	33.23-33.38	2.04	45.31-45.46	2.78
9.23- 9.38	.57	21.31-21.46	1.31	33.39-33.55	2.05	45.47-45.63	2.79
9.39- 9.55	.58	21.47-21.63	1.32	33.56-33.71	2.06	45.64-45.79	2.80
9.56- 9.71	.59	21.64-21.79	1.33	33.72-33.87	2.07	45.80-45.95	2.81
9.72- 9.87	.60	21.80-21.95	1.34	33.88-34.04	2.08	45.96-46.12	2.82
9.88-10.04	.61	21.96-22.12	1.35	34.05-34.20	2.09	46.13-46.28	2.83
10.05-10.20	.62	22.13-22.28	1.36	34.21-34.36	2.10	46.29-46.44	2.84
10.21-10.36	.63	22.29-22.44	1.37	34.37-34.53	2.11	46.45-46.61	2.85
10.37-10.53	.64	22.45-22.61	1.38	34.54-34.69	2.12	46.62-46.77	2.86
10.54-10.69	.65	22.62-22.77	1.39	34.70-34.85	2.13	46.78-46.93	2.87
10.70-10.85	.66	22.78-22.93	1.40	34.86-35.02	2.14	46.94-47.10	2.88
10.86-11.02	.67	22.94-23.10	1.41	35.03-35.18	2.15	47.11-47.26	2.89
11.03-11.18	.68	23.11-23.26	1.42	35.19-35.34	2.16	47.27-47.42	2.90
11.19-11.34	.69	23.27-23.42	1.43	35.35-35.51	2.17	47.43-47.59	2.91
11.35-11.51	.70	23.43-23.59	1.44	35.52-35.67	2.18	47.60-47.75	2.92
11.52-11.67	.71	23.60-23.75	1.45	35.68-35.83	2.19	47.76-47.91	2.93
11.68-11.83	.72	23.76-23.91	1.46	35.84-35.99	2.20	47.92-48.08	2.94
11.84-11.99	.73	23.92-24.08	1.47	36.00-36.16	2.21	48.09-48.24	2.95

DOR-1900H (1-83)

6⅛% OPTIONAL MISSOURI SALES USE TAX FORMULA

Sale	Tax	Sale	Tax	Sale	Tax	Sale	Tax
48.25-48.40	2.96	61.31-61.46	3.76	74.37-74.53	4.56	87.43-87.59	5.36
48.41-48.57	2.97	61.47-61.63	3.77	74.54-74.69	4.57	87.60-87.75	5.37
48.58-48.73	2.98	61.64-61.79	3.78	74.70-74.85	4.58	87.76-87.91	5.38
48.74-48.89	2.99	61.80-61.95	3.79	74.86-75.02	4.59	87.92-88.08	5.39
48.90-49.06	3.00	61.96-62.12	3.80	75.03-75.18	4.60	88.09-88.24	5.40
49.07-49.22	3.01	62.13-62.28	3.81	75.19-75.34	4.61	88.25-88.40	5.41
49.23-49.38	3.02	62.29-62.44	3.82	75.35-75.51	4.62	88.41-88.57	5.42
49.39-49.55	3.03	62.45-62.61	3.83	75.52-75.67	4.63	88.58-88.73	5.43
49.56-49.71	3.04	62.62-62.77	3.84	75.68-75.83	4.64	88.74-88.89	5.44
49.72-49.87	3.05	62.78-62.93	3.85	75.84-75.99	4.65	88.90-89.06	5.45
49.88-50.04	3.06	62.94-63.10	3.86	76.00-76.16	4.66	89.07-89.22	5.46
50.05-50.20	3.07	63.11-63.26	3.87	76.17-76.32	4.67	89.23-89.38	5.47
50.21-50.36	3.08	63.27-63.42	3.88	76.33-76.48	4.68	89.39-89.55	5.48
50.37-50.53	3.09	63.43-63.59	3.89	76.49-76.65	4.69	89.56-89.71	5.49
50.54-50.69	3.10	63.60-63.75	3.90	76.66-76.81	4.70	89.72-89.87	5.50
50.70-50.85	3.11	63.76-63.91	3.91	76.82-76.97	4.71	89.88-90.04	5.51
50.86-51.02	3.12	63.92-64.08	3.92	76.98-77.14	4.72	90.05-90.20	5.52
51.03-51.18	3.13	64.09-64.24	3.93	77.15-77.30	4.73	90.21-90.36	5.53
51.19-51.34	3.14	64.25-64.40	3.94	77.31-77.46	4.74	90.37-90.53	5.54
51.35-51.51	3.15	64.41-64.57	3.95	77.47-77.63	4.75	90.54-90.69	5.55
51.52-51.67	3.16	64.58-64.73	3.96	77.64-77.79	4.76	90.70-90.85	5.56
51.68-51.83	3.17	64.74-64.89	3.97	77.80-77.95	4.77	90.86-91.02	5.57
51.84-51.99	3.18	64.90-65.06	3.98	77.96-78.12	4.78	91.03-91.18	5.58
52.00-52.16	3.19	65.07-65.22	3.99	78.13-78.28	4.79	91.19-91.34	5.59
52.17-52.32	3.20	65.23-65.38	4.00	78.29-78.44	4.80	91.35-91.51	5.60
52.33-52.48	3.21	65.39-65.55	4.01	78.45-78.61	4.81	91.52-91.67	5.61
52.49-52.65	3.22	65.56-65.71	4.02	78.62-78.77	4.82	91.68-91.83	5.62
52.66-52.81	3.23	65.72-65.87	4.03	78.78-78.93	4.83	91.84-91.99	5.63
52.82-52.97	3.24	65.88-66.04	4.04	78.94-79.10	4.84	92.00-92.16	5.64
52.98-53.14	3.25	66.05-66.20	4.05	79.11-79.26	4.85	92.17-92.32	5.65
53.15-53.30	3.26	66.21-66.36	4.06	79.27-79.42	4.86	92.33-92.48	5.66
53.31-53.46	3.27	66.37-66.53	4.07	79.43-79.59	4.87	92.49-92.65	5.67
53.47-53.63	3.28	66.54-66.69	4.08	79.60-79.75	4.88	92.66-92.81	5.68
53.64-53.79	3.29	66.70-66.85	4.09	79.76-79.91	4.89	92.82-92.97	5.69
53.80-53.95	3.30	66.86-67.02	4.10	79.92-80.08	4.90	92.98-93.14	5.70
53.96-54.12	3.31	67.03-67.18	4.11	80.09-80.24	4.91	93.15-93.30	5.71
54.13-54.28	3.32	67.19-67.34	4.12	80.25-80.40	4.92	93.31-93.46	5.72
54.29-54.44	3.33	67.35-67.51	4.13	80.41-80.57	4.93	93.47-93.63	5.73
54.45-54.61	3.34	67.52-67.67	4.14	80.58-80.73	4.94	93.64-93.79	5.74
54.62-54.77	3.35	67.68-67.83	4.15	80.74-80.89	4.95	93.80-93.95	5.75
54.78-54.93	3.36	67.84-67.99	4.16	80.90-81.06	4.96	93.96-94.12	5.76
54.94-55.10	3.37	68.00-68.16	4.17	81.07-81.22	4.97	94.13-94.28	5.77
55.11-55.26	3.38	68.17-68.32	4.18	81.23-81.38	4.98	94.29-94.44	5.78
55.27-55.42	3.39	68.33-68.48	4.19	81.39-81.55	4.99	94.45-94.61	5.79
55.43-55.59	3.40	68.49-68.65	4.20	81.56-81.71	5.00	94.62-94.77	5.80
55.60-55.75	3.41	68.66-68.81	4.21	81.72-81.87	5.01	94.78-94.93	5.81
55.76-55.91	3.42	68.82-68.97	4.22	81.88-82.04	5.02	94.94-95.10	5.82
55.92-56.08	3.43	68.98-69.14	4.23	82.05-82.20	5.03	95.11-95.26	5.83
56.09-56.24	3.44	69.15-69.30	4.24	82.21-82.36	5.04	95.27-95.42	5.84
56.25-56.40	3.45	69.31-69.46	4.25	82.37-82.53	5.05	95.43-95.59	5.85
56.41-56.57	3.46	69.47-69.63	4.26	82.54-82.69	5.06	95.60-95.75	5.86
56.58-56.73	3.47	69.64-69.79	4.27	82.70-82.85	5.07	95.76-95.91	5.87
56.74-56.89	3.48	69.80-69.95	4.28	82.86-83.02	5.08	95.92-96.08	5.88
56.90-57.06	3.49	69.96-70.12	4.29	83.03-83.18	5.09	96.09-96.24	5.89
57.07-57.22	3.50	70.13-70.28	4.30	83.19-83.34	5.10	96.25-96.40	5.90
57.23-57.38	3.51	70.29-70.44	4.31	83.35-83.51	5.11	96.41-96.57	5.91
57.39-57.55	3.52	70.45-70.61	4.32	83.52-83.67	5.12	96.58-96.73	5.92
57.56-57.71	3.53	70.62-70.77	4.33	83.68-83.83	5.13	96.74-96.89	5.93
57.72-57.87	3.54	70.78-70.93	4.34	83.84-83.99	5.14	96.90-97.06	5.94
57.88-58.04	3.55	70.94-71.10	4.35	84.00-84.16	5.15	97.07-97.22	5.95
58.05-58.20	3.56	71.11-71.26	4.36	84.17-84.32	5.16	97.23-97.38	5.96
58.21-58.36	3.57	71.27-71.42	4.37	84.33-84.48	5.17	97.39-97.55	5.97
58.37-58.53	3.58	71.43-71.59	4.38	84.49-84.65	5.18	97.56-97.71	5.98
58.54-58.69	3.59	71.60-71.75	4.39	84.66-84.81	5.19	97.72-97.87	5.99
58.70-58.85	3.60	71.76-71.91	4.40	84.82-84.97	5.20	97.88-98.04	6.00
58.86-59.02	3.61	71.92-72.08	4.41	84.98-85.14	5.21	98.05-98.20	6.01
59.03-59.18	3.62	72.09-72.24	4.42	85.15-85.30	5.22	98.21-98.36	6.02
59.19-59.34	3.63	72.25-72.40	4.43	85.31-85.46	5.23	98.37-98.53	6.03
59.35-59.51	3.64	72.41-72.57	4.44	85.47-85.63	5.24	98.54-98.69	6.04
59.52-59.67	3.65	72.58-72.73	4.45	85.64-85.79	5.25	98.70-98.85	6.05
59.68-59.83	3.66	72.74-72.89	4.46	85.80-85.95	5.26	98.86-99.02	6.06
59.84-59.99	3.67	72.90-73.06	4.47	85.96-86.12	5.27	99.03-99.18	6.07
60.00-60.16	3.68	73.07-73.22	4.48	86.13-86.28	5.28	99.19-99.34	6.08
60.17-60.32	3.69	73.23-73.38	4.49	86.29-86.44	5.29	99.35-99.51	6.09
60.33-60.48	3.70	73.39-73.55	4.50	86.45-86.61	5.30	99.52-99.67	6.10
60.49-60.65	3.71	73.56-73.71	4.51	86.62-86.77	5.31	99.68-99.83	6.11
60.66-60.81	3.72	73.72-73.87	4.52	86.78-86.93	5.32	99.84-99.99	6.12
60.82-60.97	3.73	73.88-74.04	4.53	86.94-87.10	5.33	100.00-100.16	6.13
60.98-61.14	3.74	74.05-74.20	4.54	87.11-87.26	5.34		
61.15-61.30	3.75	74.21-74.36	4.55	87.27-87.42	5.35		

EXAMPLE PRICING POLICY OF AN AGRIBUSINESS

QUANTITY DISCOUNTS (tonnage)

Fertilizer Discounts:

5 to 10 ton order	$2.00 per ton discount
11 to 15 ton order	$6.00 per ton discount
16 tons or over	$10.00 per ton discount

Feed Discounts:

1 to 5 ton	$2.00 per ton discount	(plus $8 per ton bulk)
6 to 10 tons	$4.00 per ton discount	(plus $12 per ton bulk)
11 tons or more	$6.00 per ton discount	(plus $16 per ton bulk)

EARLY SEASON DISCOUNTS

Delivery	Twine	Fertilizer	Seed
December	$ 1 per bale	$6 per ton	$4 per bu.
January	$.80 per bale	$5 per ton	$3 per bu.
February	$.60 per bale	$4 per ton	$2 per bu.
March	$.40 per bale	$3 per ton	N/A
April	$.20 per bale	N/A	N/A

CASH DISCOUNTS

2% cash discounts allowed when payment is made at the time of delivery or pickup.

Several discounts may apply on the same sale. It is possible to use Tonnage, Early Order, and Cash Discount on the same purchase.

Deduct early season and tonnage discounts before cash discounts.

In figuring fractions of a cent, carry forward 1/2 cent or more, and drop less than 1/2 cent.

HO-4

EXEMPT SALES — (Schedule A)

These items are exempt only if used exclusively for agricultural purposes, on land owned or leased for the purpose of producing farm products, and used directly in producing farm products or livestock to be sold ultimately at retail.

Artificial insemination equipment
Augers

Bailers
Bale transportation equipment
Binders
Bins, grain, portable
Blowers
Brooders
Bulk milk coolers
Bulk milk tanks

Calf weaners and feeders
Cattle currying and oiling machine
Cattle feeders, portable
Chain saws for commercial use in harvesting timber, lumber, and in orchard pruning
Chicken pluckers, portable
Choppers
Combines
Conveyors, portable
Corn pickers
Crawlers, tractor
Crushers
Cultipackers
Cultivators

De-beakers for productive animals
De-horners for productive animals
Discs
Drags
Dryers
Dusters

Egg handling equipment
Ensilage cutters

Farm tractors
Farm wagons
Farrowing houses, portable, and crates
Feed carts
Feed grinders
Feeders
Fertilizer distributors
Foggers
Forage boxes
Forage harvester
Fruit graters
Fruit harvesters

Grain augers
Grain binders
Grain bins, portable
Grain conveyors
Grain drills
Grain elevators, portable
Grain handling equipment
Grain planters

Harrows (including spring-tooth harrow)
Hay loaders
Head gates
Hog feeders, portable
Hoists, farm
Husking machines
Hydro-coolers

Incubators, portable
Irrigation equipment

Livestock feeding, watering and handling equipment, portable

Manure handling equipment (including front end and rear end loaders and blades)
Manure spreaders
Milk cans
Milk coolers
Milk strainers
Milking equipment (including bulk milk refrigerators, coolers, and tanks)
Milking machine
Mowers, hay and rotary blade

Pickers
Planters
Plows
Poultry feeder, portable
Poultry house equipment
Pruning and picking equipment

Refrigerators used to cool raw milk
Repair and replacement parts for exempt machinery
Rollers
Root vegetable harvesters
Rotary blade mowers
Rotary hoes

Seeders
Seed cleaners
Seed planters
Shellers
Silo unloaders
Sorters
Sowers
Sprayers
Spreaders
Squeeze chutes
Subsoilers

Tanks, bulk milk
Threshing machines
Tires for exempt machinery
Tillers
Tractors, farm

Vacuum coolers
Vegetable graders
Vegetable washers
Vegetable waxers

Wagons, farm
Washers, fruit, vegetable, and egg
Waxers
Weeders

TAXABLE SALES — (Schedule B)

Air compressors
Air tanks
Anti-freeze
Automobiles
Axes

Baler twine
Barn ventilators
Binder twine
Bins, permanently installed
Brooms
Brushes
Building materials and supplies

Cattle feeders, permanently installed
Cement
Chain saws
Cleansing agents and materials
Construction tools
Conveyors, permanently installed
Cow stalls

Ear tags
Electrical wiring
Equipment for fire prevention
Equipment and supplies for home or personal use

Fans
Fence building tools
Fence posts
Field toilets
Fire prevention equipment
Fuel additives

Garden hose
Garden rakes and hoes
Gasoline tanks and pumps
Grain bins, permanently installed
Greases and oils

Hand tools
Hammers
Heaters
Hog rings
Hog ringers
Hose, garden
Hydraulic fluid

Lamps
Lanterns
Lawnmowers
Light bulbs
Lubricating oils and grease

Marking chalk

Nails

Office supplies and equipment

Packing room supplies
Personal property installed in or used in housing for farm workers
Post hole diggers
Pumps, gasoline
Pumps for household or lawn use

Refrigerators for home use
Repair tools
Road maintenance equipment
Road scraper
Roofing

Sanders
Shovels
Silos
Small tools
Snow fence
Snow plows and snow equipment
Stalls
Stanchions
Staples
Supplies for home or personal use

Tanks, air
Tanks, gasoline
Toilets, field
Tools for repair construction
Tractors, garden

Water hose
Welding equipment
Wire, fencing
Wrenches

PROBLEMS IN FIGURING SALES TAX

For figuring sales tax, use your local tax rate of _____%. Assume tax is to be charged on all items.

1. 50# bag of dog food, $10.80 __________
2. Fifty 50# bags of fertilizer at $7 each __________
3. 40 rods of fence at $4 per rod __________
4. 200 concrete blocks at $.56 each __________
5. Electric clippers, $34.50 __________
6. Order of garden seeds, $15.30 __________
7. 2 scoop shovels at $13.95 each __________
8. Power lawnmower, $243 __________
9. 50# of wild birdseed, $5.20 __________
10. Lumber for repairs, $125.80 __________

In the following examples, determine if the tax should be charged, and how much it should be.

11. 1,000 feet of field tile at $500 per thousand feet for repair of tile lines in cornfields __________
12. Electric fence unit at $45.95 for a temporary electric fence __________
13. 500 concrete blocks for milk parlor wall at $.56 each __________
14. One roll of yard fence at $42 __________
15. Two rolls of picket cribbing for temporary corn crib at $21.00 each __________
16. 20 bales of baler twine at $19.65 each __________
17. 5 bushels of alfalfa seed at $92.30 per bushel __________
18. 10# of lawn seed at $1.05 per lb. __________
19. 10 tons of 5-20-20 fertilizer for corn at $149.82 per ton __________
20. 25 sections of sewer tile at $2.70 each for septic tank drain __________

PROBLEMS IN FIGURING DISCOUNTS AND TERMS OF SALE

Using HO-3, complete the following problems.

1. December delivery:

   8 tons 12-12-12 fertilizer at $215 per ton
   10 bales of baling twine at $21.65 per bale
   Did not pay cash at time of delivery

   Total $_________

2. January delivery:

   4 tons of bulk 42% dairy supplement at $252 per ton
   6 bushels Ranger alfalfa seed at $92.30 per bushel
   Paid cash at time of delivery

   Total $_________

3. February delivery:

   12 tons of 5-20-20 fertilizer at $185 per ton
   10 bushels seed corn at $45 per bushel
   Paid cash at time of delivery

   Total $_________

4. March delivery:

   6 tons 5-20-20 fertilizer at $185 per ton
   10 bales of baling twine at $21.65 per bale
   5 bushels of Ranger alfalfa seed at $92.30 bushel
   Did not pay cash at time of delivery

   Total $_________

5. Joe Smith, the local fertilizer co-op manager, purchased 50 tons of 5-20-20 fertilizer and on the top of his invoice he received from the manufacturer it had "1/15; net 30." The total of the invoice was $7,500. Mr. Smith paid 10 days after receiving the invoice.

   Total $_________

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 3: The Function and Preparation of the Sales Ticket

Objective: The student will be able to prepare a sales ticket.

Study Questions:

1. **Why are sales tickets important?**
2. **What information does the sales ticket provide?**
3. **What are the proper steps in filling out a sales ticket?**
4. **What are the common mistakes you should avoid?**
5. **Where does each copy of the sales ticket go and why?**

References:

1. Selling in Agribusiness. 1st ed. Miller, Larry E. Chapter 9.
2. Agribusiness Procedures and Records, 1st ed. Lee, Delene W. and Lee, Jasper S., Chapter 6.
3. Handout
    a) HO-5: Sample Sales Ticket
4. Transparency Master
    a) TM-1: Completed Sales Ticket
5. Assignment Sheet
    a) AS-3: Problems for Figuring Sales Tickets

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 3: The Function and Preparation of the Sales Ticket

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Tell the students that a sales ticket is like building a foundation for a structure. When putting in a foundation you want everything to be done correctly because the rest of the structure will depend upon that foundation. The sales ticket works the same way, because it is the foundation for records and the accounting system of the agribusiness.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to give you reasons for the importance of sales tickets to the agribusiness.

   Why are sales tickets important?

   1) They are a permanent record of each transaction.
   2) They are the first record of merchandise sold from the agribusiness.
   3) They are the base or foundation for the bookkeeping or accounting system.
   4) They create a record of the customer's expenses.

2. Ask the students what helpful information the sales ticket supplies to business managers and customers.

   What information does the sales ticket provide?

   1) For the manager
      a) The amount of cash taken in daily; this information is used to make a cash daily balance.
      b) The number of products sold; this information is used in inventory records.
      c) The amount of sales tax collected; this information is used for sales tax reports.
      d) Provides the information needed to charge customer's accounts; this is the first step in the bookkeeping system.
   2) For the customer
      a) A record of expenses that can be used for income tax purposes
      b) Records in case of disputed accounts
      c) Proof of purchase when returning items

3. Ask the students to give you the proper steps in filling out a sales ticket. Use TM-1 as your example and pass out copies of HO-5 so the students can follow along. Use AS-3 as an assignment; copies of HO-5 can be used to go with the assignment.

   What are the proper steps in filling out a sales ticket?

   1) Mark the correct date.
   2) Write the customer's correct name and address. If partnership, it should be noted as such. The name and address becomes necessary if the purchase becomes a charge account.
   3) Give a complete description of each article sold.
      a) Quantity and unit should be thought of as one item (i.e., 100 lbs.; 10 gal.).
      b) The description should clearly designate the type of merchandise being sold and not merely be a commodity classification. For example: 100# calf manna, not 100# feed. This is necessary for checking price and for inventory controls. (In some cases, item or part numbers may be required.)
      c) Show the price per unit on all merchandise. (Some sales tickets will have a column heading marked "price.") Bill all merchandise at the retail price. If the customer is entitled to a discount because of volume, damage, etc., this amount is then deducted from the retail price.
      d) Extensions must be mathematically accurate and legibly written.
   4) Make a subtotal of the extension.
   5) Calculate the sales tax on all taxable items, if any, and enter under the first total.
   6) Next, calculate any delivery, mixing, grinding, or shelling charges and enter under the sales tax calcuations.
   7) Add the extension column to obtain the grand total charges for the sale.
   8) Check the block on the ticket to indicate the method of payment: cash, check, charge, returned or account.
   9) If settlement is to be made by check in an amount different from the ticket total, it is well to note the amount of the check on the face of the sales ticket with the calculation of the charge to be given. A similar calcuation is recommended when a large bill is given in payment.
   10) Get the signature of the person receiving the merchandise if the settlement is to be other than cash.
   11) When a customer pays on account, make out a sales ticket and mark what he is paying for (i.e., fertilizer, feed, balance on note, etc.).
   12) In all cases, if an employee should ruin a ticket for any reason, the word VOID should be written across the front of the ticket and the original placed with the other tickets. Sales tickets are numbered consecutively and each one must be accounted for at the end of the day's business.
   13) The salesperson initials the ticket in the appropriate block.

4. Ask the students to name some of the common mistakes that one can make on a sales ticket.

   What are the common mistakes you should avoid?

   1) Writing the ticket illegibly.
   2) Product(s) or service(s) are billed when they were not sold.
   3) The price and discount policies of the agribusiness were not followed.
   4) Mistakes in addition and subtraction.
   5) Some of the sales tickets are not accounted for. (If one is ruined, mark it VOID and file it with the rest.)
   6) The customer's name and address are not correct.
   7) The customer's signature is not obtained on the total or charge slip.

5. There are usually three carbon copies and one orignial of most common sales slips. Ask the students where each of the copies should be filed or placed.

   Where does each copy of the sales ticket go and why?

   1) The original copy is filed by the agribusiness as a permanent record of sales and other transactions.
   2) One carbon copy is the "customer's copy" which he/she receives when the purchase is made or is sent with a monthly statement.
   3) One carbon copy may be a delivery copy to go along with the product if it is delivered.
   4) One carbon copy may be filed as a patronage record for members in a cooperative company.

F. Competency

Prepare a sales ticket.

G. Answers to Evaluation

The Product Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows:

1. They are a permanent record of each transaction.
2. They are the first record of merchandise sold from the agribusiness.
3. They are the basis for the recordkeeping or accounting system.
4. They create a record of customer's expenses.

2.
   1. Cash
   2. Expenses
   3. Customer
   4. Purchase
   5. Products, merchandise, or items
   6. Sales

3. Suggested answers are:

    1. Filed at the agribusiness for a permanent record.
    2. Customer's copy, given to the customer or sent with the monthly statement.
    3. Delivery copy, sent along with the merchandise if delivered.
    4. One may be filed in a patronage file for those businesses that are a cooperative.

4. Answer will depend on current price and local sales tax percentage. Use the product checklist for a sales slip for evaluating.

5. Suggested answers are:

    1. Writing the ticket so illegibly that it cannot be read.
    2. Product(s) or service(s) are billed when they were not sold.
    3. The price and discount policies of the agribusiness were not followed.
    4. Mistakes in addition or subtraction.
    5. Some of the sales tickets are not accounted for because a ruined one was not marked VOID.
    6. Customer's signature is not obtained on the ticket.

Sales Ticket Product Checklist

Student's Name: ______________________ Date: __________

Product to be evaluated: ______________________

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least ____ out of ____ points.

ACTIVITY	POINTS POSSIBLE	POINTS RECEIVED
1. Correct date	______	______
2. Customer's name and address	______	______
3. Complete description of article	______	______
4. Subtotal of the extension	______	______
5. Sales tax on all taxable items	______	______
6. Delivery or other charges	______	______
7. Grand total of charges for the sale	______	______
8. Method of payment	______	______
9. Record of amount of check or cash offered in payment and change returned	______	______
10. Signature of person receiving merchandise when settlement is other than cash	______	______
11. Record of customer paying on account	______	______
12. Ticket which is ruined marked VOID	______	______
13. Ticket initialed by salesperson	______	______
14. Written legibly	______	______
15. Mathematically correct	______	______
TOTAL:		

Minimum Mastery Level: __________

Lesson 3: The Function and Preparation of the Sales Ticket

EVALUATION

1. List briefly four reasons why sales tickets are important to agribusnesses.

    1.

    2.

    3.

    4.

2. Fill in the blanks in the following sentences that describe what helpful information is provided to managers and customers from sales tickets.

    1. Sales tickets provide the amount of __________ taken in daily.

    2. Sales tickets are a record of __________ that can be used for income tax purposes for the customer.

    3. Sales tickets provide information needed to charge __________ accounts, which is the first step in the bookkeeping system.

    4. When returning merchandise, sales tickets become the legal proof of __________.

    5. Sales tickets provide the number of __________ sold, which is used in inventory control.

    6. Sales tickets provide the amount of __________ tax collected.

3. Describe two places where the sales ticket is placed or filed.

    1.

    2.

4. With the following information, please fill in a sample sales ticket. Obtain the local sales tax percentage and current prices from your instructor.

   1. 50 bu of seed wheat at _____
   2. Cash discount of 2% on all items
   3. 5 salt blocks at _____ each.
   4. 1 post hole digger at _____
   5. 2000# of corn ground at _____ per cwt, paid at time of delivery in cash

5. List four common mistakes that should be avoided when filling in a sales ticket.

   1.

   2.

   3.

   4.

Completed Sales Ticket

TM-1

00001

AGRIBUSINESS NAME
AND
ADDRESS

TERMS: 2/10 NET 30 DATE August 10, 19 84

CUSTOMER NAME: Robert Reed

ADDRESS: Route #10, Box 301, Anytown, MO 65500

Sold by	Cash	Check	C.O.D.	Charge	On Acct.	Mdse. Ret.	Paid Out
MJM		✓					

Qty	Description	Price	Amount	
10	BALES OF INTERNATIONAL TWINE	32^{50}	325	00
	Less Early Season Discount of 2^{50}/BALE	-	25	00
			300	00
1	Garden hoe	4.00	4	00
2	50# bags of dog food	9.80	19	60
			323	60
	Less terms of sale of 2% for paying			
	within ten days ___		-6	47
			317	13
	Sales Tax at 6 1/8 %		19	42
			336	55
1000#	Grinding .40/cwt.		4	00
			340	55
	check 350^{00}			
	Purchase 340 55			
	change 9.45			
	Tax		19	42
	TOTAL		340	55

Sales Ticket Number

00001

RECEIVED BY: Robert Reed

All claims and returned goods must be accompanied by this ticket.

Sample Sales Ticket

AGRIBUSINESS NAME
AND
ADDRESS

00001

TERMS: ______________________ DATE ____________________ 19___

CUSTOMER NAME: ____________________________________

ADDRESS: ____________________________________

Sold by	Cash	Check	C.O.D.	Charge	On Acct.	Mdse. Ret.	Paid Out

Qty	Description	Price	Amount
	Tax		
	TOTAL		

Sales Ticket Number

00001

RECEIVED BY: ____________________________________

All claims and returned goods must be accompanied by this ticket.

Checklist for Sales Slip

1. Correct date
2. Customer's name and address
3. Complete description of article
4. Subtotal of the extension
5. Sales tax on all taxable items
6. Delivery or other charges
7. Grand total of charges for the sale
8. Method of payment
9. Record of amount of check or cash offered in payment and change returned
10. Signature of person receiving merchandise when settlement is other than cash
11. Record of customer paying on account
12. Ticket which is ruined marked void
13. Ticket initialed by salesperson

PROBLEMS IN FIGURING SALES TICKETS

Directions: With the following information, please fill in three sample sales tickets. Obtain the local sales tax percentage and current prices from your instructor. You will need to remember from Lesson 2 which items are exempt from sales tax.

Sales tax for all problems is __%.

1. a. 8 tons 12-12-12 fertilizer at ____ ton for your corn field. Recieved a 1% quantity discount on the fertilizer.

   b. 30 bales of twine at ____ per bale. Received $1.00 per bale discount for early order.

   c. Two shovels at ____ each.

2. a. 20 bu of seed corn at ____ bu.

   b. 15 tons of soybean meal at ____ ton. Received a 2% quantity discount.

   c. 10 tubes of wormer at ____ per tube.

   d. One 200 gallon fuel storage tank at ____.

   e. The customer paid by check and wrote the check for $20 over the purchase amount.

3. a. Terms of sale 1/15 net 30.

   b. 500 bu of oats at ____ bu.

   c. 350 bu of corn ground at ____ bu.

   d. 5 lbs. of fly bate for cattle at ____.

   Paid cash on delivery.

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 4: Handling Credit and Billing Procedures

Objective: The student will be able to identify the proper procedures for handling credit in an agribusiness.

Study Questions:

1. **What is credit?**
2. **What are the types of credit offered to customers?**
3. **What types of credit are available to an agribusiness?**
4. **What are the advantages and disadvantages of offering credit to customers?**
5. **What general policies are established by agribusinesses concerning credit?**
6. **How do you determine credit standing?**
7. **What is stated by the laws governing credit buying?**
8. **What billing procedures are used?**
9. **How do you handle delinquent credit?**

References:

1. Agribusiness Procedures and Records, 1st ed., Lee Delene W., Lee, Jaspers., Chapter 4.
2. Selling in Agribusiness, 1st ed., Miller, Larry, E., Chapter 10.
3. Handouts
    - a) HO-6: Credit Application Form
    - b) HO-7: Credit Statement

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 4: Handling Credit and Billing Procedures

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the students how many of them would like to buy a new car, tractor, house, or land some time in the future. Ask them how they would go about purchasing those items. Explain that credit allows businesses and individuals to borrow capital for the purchase of items which can be used for personal benefit or to make more capital.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students what it means to buy something on credit.

   What is credit?

   1) Credit is the granting or entrusting of a sum of money or something of value (such as goods or services) with the promise of repaying the value amount in a certain time period.
   2) The granting of money usually involves a carrying charge after a period of time (generally a percentage of the amount borrowed).
   3) Two common terms that are used when talking about credit
      a) Creditor - the entity or agribusiness granting credit.
      b) Debtor - the entity or individual that is receiving the credit.

2. Ask the students what type of credit is offered to customers, or in what different forms is credit offered to customers.

   What are the types of credit offered to customers?

   1) Revolving credit accounts
      a) This system is used with credit cards issued by loaning institutions and companies issuing charge cards.
      b) Customers ususally have two choices: to pay within a certain time period, such as 30 days, and avoid a carrying charge; or to pay in installments, with a charge, until the total amount is paid.
      c) These accounts have a limit set on the total amount that can be charged, but additional purchases can be made before paying off the first purchase.
      d) There are three different methods of figuring the carrying charge or interest for this system, each

resulting in a different amount. These methods are to be stated in writing by the company or loan institution as required by law.

        (1) Previous Balance Method--greatest benefit is to the agribusiness. The debtor has to pay interest on the full monthly balance even if partial payment had been made before the billing date.
        (2) Unpaid Balance Method--greatest benefit is to the customer. The customer receives credit for payments made before the billing date and only pays interest on the unpaid balance.
        (3) Average Daily Balance Method--becoming the most used because it has average benefit to debtors and creditors. The interest is charged on the balance divided by the number of days between billing dates.

2) Conditional sales contracts
    a) Usually used when making large purchases, for example, a combine or tractor.
    b) The contract commonly involves making a down payment and then making a series of payments over a specific period of time at a designated interest rate.
    c) The agribusiness in the case of buying the combine would retain the title of the combine until the loan was paid in full.
3) Line of credit
    a) This is when an agribusiness or loan institution grants to an individual the priviledge of purchasing up to a certain amount without paying immediately.
    b) The amount purchased is then subject to the terms of the line of credit. Terms could include payments with interest, a time period in which the total amount is due (with or without interest), or a specific date for payments to start.

3. Ask the students to name the different types of credit available to the agribusiness.

What types of credit are available to an agribusiness?

1) Commercial credit--short term loans made to businesses for quick repayment. This could be for the purchase of inventory which would be sold quickly.
2) Bank credit--a bank adds the proceeds of a loan to the account of a depositor. The borrower then writes checks on the account.
3) Investment credit--those types of loans made to agribusinesses for real estate, equipment, or buildings which will be used for a long period of time.
4) Open account credit--similar to a line of credit for customers, but this is between businesses. Businesses are sold goods and given a specific amount of time before they must repay the loans.

4. **Ask the students to suggest some advantages and disadvantages for an agribusiness extending credit to its customers. Make two headings on the board and list the advantages and disadvantages so that the students can weigh both.**

   What are the advantages and disadvantages of offering credit to customers?

   1) Advantages
      a) Customers make larger purchases than they can pay for immediately, which encourages sales.
      b) Establishing credit ratings for customers promotes their return for future purchases.
      c) Convenient for customers to make purchases without having to go elsewhere for a loan. This promotes loyalty and good will toward the agribusiness.
      d) Credit allows customers to buy during seasons when they are low on operating capital. This helps spread selling out over the year.
      e) Credit helps individuals expand their farm or ranch, which in turn, helps the agribusiness by more potential sales.
      f) Easier for customers to pay the account later with a check than to carry a lot of cash.
   2) Disadvantages
      a) Increases paperwork at an agribusiness, which costs because of time and labor.
      b) Losses occur because of bad debts (uncollectable accounts).
      c) Ties up operational money of the agribusiness.
      d) Offering credit causes agribusinesses to raise prices of products and services to cover these extra costs. This in turn, may cause consumers who buy with cash to go elsewhere. (Sometimes cash discounts are offered to offset this disadvantage).

5. Ask the students to give you some examples of policies that should be established by an agribusiness concerning credit. Ask them why credit policies are established, and what the main purpose behind them is.

   What general policies are established by agribusinesses concerning credit?

   1) Purposes of credit policies are to provide maximum profit for the agribusiness, and to make sure the credit agreement is understood by all parties involved.
      a) Costs in administering credit and losses due to bad debts should be considered.
      b) Policies are flexible depending on the economy of agriculture in the community, the availability of a product or service.
   2) Terms of sale
      a) Amount of time the debtor has to pay for goods and if the buyer is late in payment what the penalties are.

b) These terms may be stated on the invoice or sales ticket as discussed in the previous lesson.

3) Determining credit eligibility is based upon an established set of standards which determine a point of ineligibility for customers applying for credit.

4) Limitations on credit are established on how much customers can charge. These limits depend on criteria such as the past history of their account and their financial base.

5) Procedures for collection are established to set a pattern for the agribusiness to follow and to help encourage customers to pay on time.

6) Written agreements
   a) These are most common on large purchases
   b) Promissory notes are the most used written agreement. It spells out the place, the time period involved, method of payment, the interest rate, and is signed by the buyer or maker.

7) Security
   a) Secured loans are those that are backed with collateral, an asset that belongs to the debtor. The creditor has a lien on the collateral, which is a right to recover the amount of the unpaid loan with that collateral. These are not commonly used in agribusinesses.
   b) Unsecured loans do not require collateral and are the ones most commonly used in agribusiness.

8) Legal requirements are to be followed in all credit policies. (Note: This will be covered extensively under another study question.)

6. Ask the students to give you a list of the personal qualities and the facts that need to be considered when determining the ability of individuals to pay their debts. Use HO-6 to show the information required on a common credit application form.

How do you determine credit standing?

1) Credit standing is the ability of consumers to pay their debts. The following is a list of criteria used to evaluate an individual's credit standing.
   a) Assets or capital the individual owns. This includes money in savings, income and tangible items such as cars, land, livestock, buildings, etc.
   b) The character of the individual; honesty, responsibility, moral, and the history of repaying debts.
   c) The business ability or capacity of an individual which is measured by the person's current enterprize.
   d) Condition of the individual's ranch or farm compared to existing economic conditions. For example, if the person is a dairy farmer and milk prices have been going down, it would not be a good time to offer a loan to increase the herd size.

2) Where does the agribusiness get credit information about the consumer?
   a) Credit application form

  - b) Other creditors the individual may owe
  - c) The individual's employer
  - d) Personal interview; this includes looking over the individuals farm or ranch if he has one.
  - e) Contact the credit bureau for a rating.

7. Ask the students to name some of the main laws concerning credit buying and whom they protect.

   What is stated by the laws concerning credit buying?

   1) The Federal Equal Credit Opportunity Act protects consumers from being discriminated against because of sex or marital status.
   2) The Federal Consumer Credit Protection Act of 1968 (Truth In Lending Act)
      - a) The law applies to credit that does not exceed $25,000 and to all real estate transactions, no matter what the amount.
      - b) The law states that a copy of the terms and conditions of credit agreements be given to the applicant. This information is usually given in what is called a disclosure statement. (Note: An example is located on page 109 of the reference, Selling in Agribusiness.) The following is a list of information which must be provided.
        1) Method of calculating finance charges
        2) Time period for payments with and without a penalty
        3) Description of any lien on assets or collateral.
        4) Minimum payment required for each billing.
        5) The method used to determine the balance or the amount on which the finance charge is made.
        6) The rate of the finance charge, and the range of the balance or amount on which the rate is applied.
      - c) The law also states that customers have the right to cancel their credit agreement within three business days of signing the agreement.
      - d) If there is a dispute about the bill, the debtor must write to the creditor explaining the problem. The creditor must answer in 30 days.

8. Ask the students if they or their parents have received billing statements from businesses. What did they contain? Hand out HO-7 and discuss each part of the credit statement.

   What billing procedures are used?

   1) Customers generally await statements before they make payments. That is why it is important for agribusinesses to have a regular schedule of sending out statements.
   2) A statement should contain the following information.
      - a) Date of each item purchased
      - b) Description of items purchased

c) Purchased quantity
d) Price
e) Total amount due
f) Date payment is due
g) Terms
h) Address of where payments are to be sent.

9. Ask the students to state the greatest deterrent of giving credit in agribusiness. The answer, of course, is people who do not pay. Discuss how late payments hurt agribusinesses, and describe the steps in collecting debts.

How do you handle delinquent credit?

1) Why are late payments detrimental to agribusinesses?
   a) When an agribusiness' money is tied up in late payments, it cannot be used to operate the business.
   b) The following study shows what happens to the value of one dollar in delinquent accounts.

The Dollar's Worth	Time in Months and Years
.90	3 mo.
.50	6 mo.
.30	1 yr.
.23	2 yrs.
.15	3 yrs.
.01	5 yrs.

2) Collection of delinquent accounts.
   a) The actual collection of delinquent accounts is expensive and, as we just learned, worth less and less as time goes by.
   b) A good system of keeping track of accounts and following up quickly on overdue accounts is essential.
   c) The following is a list of steps that most agribusinesses follow in making collections.
      (1) Usually, after an account is 30 days overdue, phone calls and letters are the first step.
      (2) The second step is a personal visit by an agribusiness employee, usually the credit manager. This visit should be conducted with discretion in trying to get the payment and still keep the customer. If payment is not received, a schedule for payments sould be agreed upon.
      (3) The third step is hiring a collection agency. This service costs the agribusiness even more.
      (4) The fourth and final step is to have an attorney file a lawsuit. This is only used on large accounts because of the expense.
3) The best method for avoiding delinquent accounts is to have a good policy in evaluating customer credit standing, so that bad credit risks can be avoided from the start.

F. Other Activities

You may want students to practice writing letters requesting that overdue accounts be paid.

G. Competency

Identify the proper procedures for handling credit in an agribusiness.

H. Answers to Evaluation

1. Use study question one and teacher's judgement.

2.
    1. T
    2. T
    3. T
    4. T
    5. F
    6. F
    7. T
    8. T
    9. F
    10. T
    11. T
    12. F
    13. F
    14. T
    15. T

3. Answer should include information from discussion of study question four and other additional criteria as determined by the instructor.

4. Use study question nine and teacher's judgement.

5. Use study question 6, a through d.

Lesson 4: Handling Credit and Billing Procedures

EVALUATION

1. Give a definition of credit.

2. The following statements are either true or false. Circle the T if the statement is true; circle the F if the statement is false.

T F 1. A charge card is an example of a revolving credit account.

T F 2. The previous balance method of figuring interest is of greatest benefit to the creditor.

T F 3. The unpaid balance method is of greatest benefit to the debtor.

T F 4. Conditional sales contracts usually involve a down payment.

T F 5. Commercial credit is a long-term loan made to businesses.

T F 6. Investment credit is for short-term loans, such as loans for inventory that will quickly be sold.

T F 7. Open account credit or businesses is similar to a line of credit for customers.

T F 8. The main purpose for credit policies is to provide maximum profit.

T F 9. Limitations on credit are based on how much a customer wants to buy.

T F 10. Collateral is an asset that belongs to the debtor and has value.

T F 11. Unsecured loans are the type used for most agribusiness transactions.

T F 12. The Truth in Lending Act does not apply to real estate.

T F 13. The law states that creditors can cancel their agreement in 4 days of signing an agreement.

T F 14. The law requires that conditions for a credit agreement be in writing.

T F 15. In the case of a dispute about billing, the debtor must write the creditor about the problem.

3. List four advantages and three disadvantages of offering credit.

   1. Advantages

      a.

      b.

      c.

      d.

   2. Disadvantages

      a.

      b.

      c.

4. List the steps in collecting overdue accounts and state the best way to avoid these kinds of accounts.

5. List the four criteria used to judge the credit standing of an individual.

   1.

   2.

   3.

   4.

HO-6

(Closed End)	**CREDIT APPLICATION**	(Secured/Unsecured Credit)

IMPORTANT: Read these Directions before completing this Application.

☐ If you are applying for individual credit in your own name and are relying on your own income or assets and not the income or assets of another person as the basis for repayment of the credit requested, complete only Sections I and IV. If the requested credit is to be secured, also complete the first part of Section III, and Section V.

☐ If you are applying for joint credit with another person, complete all Sections except V, providing information in II about the joint applicant. If the requested credit is to be secured, then complete Section V.

☐ If you are applying for individual credit, but are relying on income from alimony, child support, or separate maintenance or on the income or assets of another person as the basis for repayment of the credit requested, complete all Sections except V to the extent possible, providing information in II about the person on whose alimony, support or separate maintenance payments or income or assets you are relying. If the requested credit is to be secured, then complete Section V.

Amount Requested $	Proceeds To Be Used For What Purpose	Account Number

SECTION I — INFORMATION REGARDING APPLICANT

Full Name (Last, First, Middle)	Telephone Number	Date of Birth	Social Security Number
Present Address (Street/City/State/Zip)		Years There	Ages of Dependents
Previous Address (Street/City/State/Zip)			Years There
Present Employer (Name and Address)		Telephone Number	Years There
Position or Title	Immediate Supervisor	Present Gross Salary $ Per	Present Net Salary $ Per
Previous Employer (Name and Address)			Years There

Checking Account Number ______ Institution Name ______

Savings Account Number ______ Institution Name ______

Have You Ever Received Credit From Us? ☐ No ☐ Yes, When?

Do You Anticipate Any Income Reported In This Section To Be Reduced Prior To The Credit Requested Being Paid Off? ☐ No ☐ Yes (Explain)

Nearest Relative (Not Living With You)	Address	Relationship	Telephone Number

Alimony, Child Support, or Separate Maintenance Need Not Be Revealed If You Do Not Wish To Have It Considered As A Basis For Repaying This Obligation.

Other Income $ Per	Sources of Other Income

SECTION II — ASSETS

If Section II Has Been Completed, Indicate All Assets And Debts of Joint Applicant By Marking A "J" Next To The Value or Present Balance.

ASSETS OWNED

DESCRIPTION	VALUE	SUBJECT TO DEBT YES	SUBJECT TO DEBT NO	OWNERS NAME(S)
Cash	$			
Make, Model, Year of Automobile(s)				
Face Value and Issuer of Life Insurance Policy				
Location and Years Owned of Real Estate				
Issuer, Type and No. of Shares of Securities				
Miscellaneous Assets (Please List)				
Total Assets				

SECTION III — SECURED CREDIT (Give Brief Description of Property To Be Used As Security)

Property Description

Name and Address of Co-Owners

SIGNATURES

I/We hereby certify that the foregoing statements are true and complete to the best of my/our knowledge and that they are made for the purpose of determining my/our eligibility for credit.

I/We understand that you will retain this application whether or not it is approved. You are authorized to make any and all inquiries you deem necessary to verify the accuracy of the statements made herein.

APPLICANT'S SIGNATURE ______ DATE ______ APPLICANT'S SIGNATURE (If Applicable) ______ DATE ______

Credit Statement

Store Charge Statement

You may pay by mail or at the Store. If you pay by mail, please send only the top portion of your statement with your payment. If you pay at the Store, please bring the entire statement with you.

AMOUNT DUE THIS STATEMENT 12

NEW BALANCE 13

OFFICE USE ONLY

AMOUNT PAID $__________

In case of a billing error, to protect your rights under the Fair Credit Billing Act, mail your billing error notice to the address which appears here.

Mail any billing error notice to Store Credit Department at local address.

Mo	Day	Ref. No	Transaction Description	Charges	Pay/Crdt
1		2	3 4	5	6

Account No.	Bill Date	Prev. Balance	New Balance	Min. Payment
7	8	9	10	11

TRUTH IN LENDING: Here you will find disclosures regarding the Annual Percentage Rate of Finance Charge applicable to your account.

1. DATE
2. REFERENCE NUMBER
3. TRANSACTION DESCRIPTION
4. DEPARTMENT NUMBERS
5. CHARGES
6. PAYMENTS AND CREDITS
7. ACCOUNT NUMBER
8. BILLING DATE
9. PREVIOUS BALANCE
10. NEW BALANCE
11. MINIMUM PAYMENT
12. AMOUNT DUE
13. AMOUNT PAID

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 5: Inventory Control, Replacement, and Pricing

Objective: The student will be able to describe how inventory is managed and how the selling price of merchandise is determined.

Study Questions:

1. What are the different kinds of inventory and how are they controlled?
2. How do you manage inventory?
3. How do you take physical inventory?
4. What are the steps in replacing inventory?
5. How do you prevent inventory losses?
6. Why is the selling price on merchandise important and how is it determined?

References:

1. Agribusiness Procedures and Records, Lee, Delene, Lee Jasper, Chapter 5.
2. Handout
    a) HO-8: Figuring Selling Price of Merchandise

Lesson 5: Inventory Control, Replacement, and Pricing

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Tell the class to imagine a farmer during harvest time harvesting his last 30 acres of corn. Rain was forcast for the next day and the main drive belt on his combine broke. The farmer thought, "No problem, I'll just go to the local machinery dealer and purchase another one." When he drove up to the dealership at a quarter to five, he rushed in and asked for the belt he needed. The parts worker said, "I'm sorry. We are out of stock on that length of belt. We thought it was getting so late in the harvest season no one would need one now." The purpose of good inventory control is to stock the merchandise needed by the customers. Without satisfied customers, you will not have a business.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to explain what inventories are and describe the two main types.

   What are the different kinds of inventory and how are they controlled?

   1) What is inventory?
      a) The quantity of merchandise (whether raw or finished) in the agribusiness' possession.
      b) The inventory can include both products and fixtures or machines.
   2) Perpetual inventory
      a) The process of keeping a daily record of items received and shipped. This record is kept in writing on paper, computer disk, or other retrievable source.
      b) Sometimes called the balance-of-stores record
      c) The record usually includes the following information:
         (1) Description of items
         (2) When more should be ordered
         (3) Quantity to be ordered
         (4) Dates on which inventory changed
         (5) Quantity of changes
      d) This type of inventory helps to keep agribusinesses informed of exactly what inventory is on hand.
      e) The main disadvantage is that it does not show losses from theft and damage.

3) Physical Inventory
    a) Taking an actual count of inventory on hand
    b) Done at regular intervals
    c) Gives an accurate account of what is on hand
    d) Needed for tax and insurance purposes
    e) The main disadvantage is that they take time and disrupt regular business.

4) Control of inventory (to keep the right amount of goods on hand)
    a) The following are considerations managers use to control inventory:
        (1) Need to have what customers want or sales will be lost
        (2) Buying too much will tie up needed operating money
        (3) Seasonal demands
        (4) Past inventory records
        (5) Trends in supply and demand
        (6) What is currently in inventory
    b) Inventory control is closely related to profitability of an agribusiness and is dependent on the following:
        (1) Purchasing; which is dependent on how much is needed or can be sold
        (2) Production; how many supplies you need to create goods and services
        (3) Storage; limited by the storage available for items
        (4) Marketing; what potential sales are expected to be
        (5) Financing; large inventories tie up many dollars

2. Ask the students what the successful inventory manager's goals should be. Then ask what procedures can be used to reach those goals.

How do you manage inventory?

1) Some goals of inventory management are:
    a) Keep an inventory that just meets the needs, not too small or too large
    b) Have the least amount of money possible tied up in inventory
    c) Keep inventories turned over as quickly as possible

2) Ways of reaching inventory management goals
    a) Keep careful records of what is received and shipped.
        (1) Count carefully and add to perpetual inventory
        (2) Quantities on shipping tickets and purchase orders should agree
        (3) Keep an accurate account of all items shipped and subtract from perpetual inventory
    b) Have systematic purchasing steps, so that orders are made far enough in advance to receive shipments on time.
    c) Recognize your inventory turnover (which items move slow or fast)

d) Be aware of inventory costs; buy large quantities of items that will increase in cost in the future, if storage will not offset the savings
e) Have an efficient storage system
  (1) Items sold together should be stored close to each other
  (2) Designed to easily move and ship goods
  (3) Specific place for each item
  (4) Store so oldest items get sold first
f) Handle only those brands that sell well
g) Have designated personnel in charge of inventory responsibilities

3. Ask students what items need to be involved in the physical inventory and why. Then ask what procedures and information is needed.

How do you take physical inventory?

1) Inventory everything owned by the agribusiness
2) Taxes and insurance amounts are based on physical inventory
3) The inventory usually involves all personnel in counting and recording items
4) What information is needed on the physical inventory sheet?
  a) Date of inventory
  b) Description of items
  c) The actual count
  d) Unit in which price is listed (each, box, etc.)
  e) Number of units
  f) Cost per unit to the agribusiness
  g) Total cost of units on hand
  h) Total amount of all the inventory
5) Noting the condition of merchandise can also be done while taking the physical inventory.

4. Ask the students what the two main steps of replacing inventory are and how these steps are carried out.

What are the steps in replacing inventory?

1) Ordering
  a) Need to order that amount of material or products which can be used or sold before it deteriorates or becomes out of date
  b) Telephone ordering is usually used when items are needed immediately and should be followed up by a written order.
  c) Some orders are given to salespeople who call on the agribusiness
  d) The best and most accurate way is by a written purchase order with carbon copies. One is sent to the supplier, the other is retained to check the order when it arrives. The purchase order should include the following information.
    (1) Purchase order number

(2) Name of the supplier
(3) Name of the agribusiness making the order
(4) Date
(5) How items are to be shipped
(6) Terms
(7) Date items are needed
(8) Description
(9) Quantity
(10) Price per unit
(11) Total cost per items ordered
(12) Total amount of order
(13) Authorized signature

2) Receiving
   a) Counting the items received and checking against the original purchase order
   b) Inspecting the condition of the merchandise
   c) Three different types of reports may be used in receiving
      (1) Receiving report used internally by large agribusinesses to check the type, condition, and the quantity against the purchase order
      (2) Bill of lading accompanies the carrier and indicates what the carrier had when it left the point of origin
      (3) Invoice, a record from the supplier describing what was shipped and includes the agribusiness' purchase order number

5. Profits can be lost easily by inventory losses. Ask the students what might be done to prevent losses of inventory in an agribusiness.

How do you prevent inventory losses?

1) Theft
   a) Shoplifting can be minimized by watching customers closely, by restricting them to certain areas, and by displaying items easily stolen in areas out of reach of customers.
   b) Employee theft can be discouraged by watching all employees as they leave the agribusiness.
   c) Robbers can be discouraged by burglar alarms, guards, watch dogs, and well-lighted areas around the buildings at night.
2) Errors
   a) Result from carelessness; inaccurate counts or weights, and incorrect information cause wrong items and quantities to be ordered
   b) Not following established procedures can cause confusion and allow for things to be overlooked
3) Damage or spoilage
   a) Use careful handling
   b) Use correct storage

6. Ask the students to describe why the selling prices on merchandise is important to agribusinesses. Then ask them to list the factors that help determine what the selling price should be.

Why is the selling price on merchandise important and how is it determined?

1) Why is the selling price important?
   a) To remain in business the agribusiness must price products and services to recover costs and allow for a profit.
   b) Most employees will not figure this cost, however, recognizing how prices are established will help the employee to answer questions from customers concerning prices.
2) Factors that determine selling price
   a) The wholesale costs or how much the agribusiness paid the supplier for products and materials.
   b) Freight charges.
   c) The wholesale and freight costs usually add up to 80% of the selling price
   d) Overhead costs that are absorbed in selling prices
      (1) Profit lost from merchandise becoming outdated.
      (2) Purchase price of items from suppliers drop before the old (higher-priced) inventory is sold.
      (3) Interest charges
      (4) Insurance costs
      (5) Storage costs
      (6) Deterioration and damage of merchandise
      (7) Theft
      (8) Wages of employees
      (9) Taxes
3) How is the selling price calculated
   a) Markup = the overhead cost + profit and is usually represented as a percentage of the wholesale and freight costs.
   b) Selling price = the markup + freight and wholesale costs.
   c) Different markups are determined for different types of merchandise depending on its value and its particular overhead costs.
   d) The following is an example of figuring a selling price

Wholesale and Freight Costs for a Shovel	$5.00
Markup for hand tools is	50%

To figure markup, multiply $5.00 x .50 = $2.50
To figure sales price add $2.50 + $5.00 = $7.50

F. Other Activities

G. Competency

Describe how inventory is managed and how the selling price of merchandise is determined.

H. Answers to Evaluation

1. The quantity of merchandise, whether raw or finished, in the agribusiness' possession.

2. The descriptions should include but are not limited to the following:

    1. Perpetual inventory - the process of keeping a daily record of items received and shipped.

    2. Physical inventory - taking an actual count of all inventory on hand.

3.
    1. T
    2. F
    3. T
    4. F
    5. T
    6. T
    7. F
    8. F
    9. T
    10. T

4. The suggested answers are listed below

    1. Shoplifting; watch customers closely, restrict them from certain areas, place items easily shoplifted out of reach of customers.

    2. Employee theft; watch all employees as they leave the agribusiness.

    3. Robbers; install burglar alarms, hire guards or guard dogs, and provide well-lighted areas around the building at night.

    4. Errors; be careful and follow a set order of procedures.

    5. Damage or spoilage; use careful handling and correct storage.

5. Markup $2.50 x .75 = $1.88
   Selling Price $2.50 + $1.83 = $4.38

Lesson 5: Inventory Control, Replacement, and Pricing

EVALUATION

1. Define what inventories are in an agribusiness.

2. Briefly describe the two main types of inventory.

   a.

   b.

3. The following statements are either true or false. Circle the T if the statement is true; circle the F if the statement is false.

   T F 1. The main purpose of controlling inventory is to keep the right amount of merchandise on hand.

   T F 2. Having an excess of money tied up in inventories is a goal of managers.

   T F 3. Items sold together should be located close together in storage.

   T F 4. You should carry brands of merchandise that are only preferred by a few customers.

   T F 5. Inventory control is dependent on marketing.

   T F 6. Everything owned by an agribusiness is included in a physical inventory.

   T F 7. The best way to order merchandise is over the telephone with no purchase order.

   T F 8. A receiving report accompanies the carrier and checks the type, condition and quantity against the purchase order.

   T F 9. Three costs that help determine selling price are freight, overhead, and the wholesale price.

   T F 10. An invoice received from a supplier describes what was shipped and contains the purchase order number from the agribusiness.

4. List four causes of inventory loss and how they might be prevented.

   a.

   b.

   c.

   d.

5. Calculate the selling price of the following hitch pin with the information provided. Show your calculations.

Wholesale and shipping costs	$2.50
Markup percentage	75%

Answer __________

HO-8

Figuring the Selling Price of Merchandise

For any agribusiness to remain in business they must price merchandise from their inventory to recover costs and add in enough for a profit. Profit is not a dirty word, it is that amount of money that is received by the businesses for the products and services they provide.

Most employees will not be involved in the actual pricing of merchandise, however, recognizing how prices are established will help the employee answer questions concerning prices. There are many costs that are reflected in the selling price of merchandise. These costs can be divided into three main types. The first, wholesale cost, is the amount the agribusiness paid the supplier for the merchandise. The second one, freight costs, are simply those charges incurred by shipping merchandise. The third one, overhead costs, are all those costs incurred by the company to get that merchandise from the receiving dock to the consumer.

Overhead costs include loss from outdated merchandise; purchase price of items drop but the agribusiness has a large inventory of that item at the higher purchase price; interest charges; storage costs; deterioration and damage; theft; wages of employees; and taxes. The wholesale and freight costs are considered separate from the overhead costs and usually add up to 80% of the sales price.

Markup is the overhead costs and profit added together and is usually represented as a percentage of the wholesale and freight costs. Selling prices are calculated by adding the markup to the wholesale and freight costs. There are different markups for different types of merchandise depending on its value and the overhead costs involved. The following is an example of how selling prices are figured:

Wholesale and Freight costs for a Shovel	$5.00
Markup for hand tools is	50%

To figure markup multiply $5.00 x .50 = $2.50
To figure selling price add $2.50 x $5.00 = $7.50

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 6: Basic Recordkeeping and Banking Services

Objective: The student will be able to describe the basic elements in recordkeeping and checking account procedures.

Study Questions:

1. What are the basic elements of recordkeeping?
2. What are the different parts of the recordkeeping system for an agribusiness?
3. What are banking services and how are they used?

References:

1. Agribusiness Procedures and Records, 1st ed. Lee, Delene W., Lee, Jasper S., Chapter 7.
2. Transparency Masters
   a) TM-2: Deposit Ticket
   b) TM-3: Important Parts of a Check
   c) TM-4: Some Errors to Avoid in Writing Checks
   d) TM-5: A Bank Statement
   e) TM-6: Sources of Information for a Bank Reconciliation
3. Assignment Sheets
   a) AS-4: Problems in Working With Banking Services

Lesson 6: Basic Recordkeeping and Banking Services

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Explain to the students that understanding the basics about recordkeeping is important if you are to keep accurate and meaningful records. It could be compared to trying to get from one point to another in a foreign country where you did not know the language. Without a basic understanding of the foreign language or an interpreter, it would be very difficult to get to your destination.

C. Assignment

D. Supervised Study

E. Discussion

1. Recordkeeping is based on fundamental elements. Ask the students to list and describe the three elements of recordkeeping. Emphasize that these elements are indicators of whether an agribusiness is sound and making a profit.

   What are the basic elements of recordkeeping?

   1) Assets
      a) Assets are anything owned by the agribusiness that has value.
      b) Some examples are the following:
         (1) Raw materials
         (2) Merchandise in inventory
         (3) Accounts receivable, money owed to the agribusiness
         (4) Cash on hand and in the bank account
         (5) Business machines; cash register, calculator, etc.
   2) Liabilities
      a) Liabilities are amounts owed by agribusinesses.
      b) Some examples are the following:
         (1) Any amount owed on a loan
         (2) Rent or lease payments
         (3) Regular bills
   3) Capital is the amount left after you subtract the liabilities from the assets or that amount owed from that owned.

2. Ask the students to list parts of the recordkeeping system used in an agribusiness. Write these down on one side of the board leaving room to write down how each is used later in the discussion.

What are the different parts of the recordkeeping system for an agribusiness?

1) Balance sheet
    a) Shows the financial situation of an agribusiness.
    b) Records the changes when the agribusiness receives cash, pays bills, and sells or buys merchandise.
    c) Usually prepared by highly trained individuals.
    d) Balance sheets have three parts:
        (1) Assets on the left side.
        (2) Liabilities and Capital on the right side.
        (3) Example of a balance sheet:

Balance Sheet

Assets	Liabilities and Capital

2) Accounts
    a) Financial record for one item
    b) Kept daily
    c) Shaped like a T; sometimes referred to as a T account
    d) Each account is titled and has a left side called debit and a right side called credit.
    e) Example of an account

Account Title

Debit Side	Credit Side

    f) Asset accounts always show the debit side as an increase and the credit side as a decrease.

Asset Account Title

Debit (+)	Credit (-)

    g) Liability and capital accounts always show the debit side as a decrease and the credit side as an increase.
    h) When one account is debited another account should be credited.
    i) The total of the debits should equal the credits.
3) Journals
    a) Journal entries show business transactions by date.
    b) Kept daily
    c) They can be recorded on computer disk, books, file folders, cards or magnetic tape.
    d) The journal shows which accounts are debited and credited.
4) Ledger
    a) Ledger entries show business transactions by accounts.
    b) The ledger has two sides, a debit and a credit.
    c) Business transactions are transferred from the journal to the ledger (called posting) periodically.

5) Financial statements
   a) Show a summary of income, expenses, inventory, and net profit.
   b) Income statement; shows net income
   c) Balance sheet statements, as already discussed, give a summary of accounts.
   d) Merchandise inventory statements summarize the flow of inventory.

3. Every agribusiness will be involved in using banking services. Some of the students may already have personal checking accounts or have watched their parents fill out banking records. Ask the students what the proper procedures are in using banking systems. After discussion of the study question, have the students complete AS-4.

What are banking services and how are they used?

1) Signature card
   a) The purpose of the card is to verify that signatures on checks are the same as the card.
   b) Most cards have blanks to fill in the following information: amount of money put into the account; date; depositor's name, address, account number, and signature.
2) Deposit slips (Use TM-2 to show information on slips.)
   a) Deposit slips accompany checks or cash being put in an account; all checks must be appropriately endorsed.
   b) Currency, coins, and check amounts are written in on separate lines, then they are totaled at the bottom.
   c) All check numbers must be recorded on the slips.
3) Checkbooks (Use TM-3 and TM-4 to show how checks should be used and errors avoided.)
   a) Used to make withdrawals from accounts by writing checks.
   b) Used to keep track of money that remains in the accounts
   c) List all checks by numbers and to whom they were written.
4) Reconciliation (Use TM-5 and TM-6 to show bank statements and bank reconciliation statements.)
   a) Bank statements
      (1) Show the amounts deducted from accounts from written checks and service charges.
      (2) The written checks come into the bank and are marked paid, they then become canceled checks and are returned with the bank statement.
      (3) Shows a record of all deposits made into accounts.
      (4) Shows the ending balance left in the account.
   b) Bank reconciliation statement
      (1) Is a form usually attached to the bank statement used to make reconciliation between the bank statement and the checkbook balance.

(2) Steps to determine what causes the difference between the bank statement and the checkbook are as follows:
   (a) Make sure all deposits are the same in both records.
   (b) Arrange the canceled checks in order by number.
   (c) Compare canceled checks with your record of written checks in your checkbook. All those checks not checked off have not been returned and are called outstanding checks.
   (d) Fill out a bank reconciliation statement.

F. Other Activities

G. Competency

Describe the basic elements of recordkeeping and checking account procedures.

H. Answers to Evaluation

1. 1. Assets; anything owned by the agribusiness that has value.
   2. Liabilities, anything owed by the agribusiness.
   3. Capital; the amount left after your subtract the liabilities from the assets.

2. 1. T
   2. F
   3. F
   4. T
   5. F
   6. T
   7. T
   8. F

3.

Bank Reconciliation Statement

Date ____________________

Checkbook balance	2507.03	Bank statement balance	2748.76
less service charge	6.50	less outstanding checks	-24823
Deposits not credited	—		
Adjusted balance	2500.53	Adjusted balance	2500.53

4.

Name of Agribusiness
Address

Check No. 003

Pay to the Order of Grow Better Seed Company ______ 19 ___ $ 4563.82

four thousand five hundred sixty three 82/100 dollars

10-007
Acct. No.

Name of Bank & Address

Memo ______ Student

1:0815008621:

5.

Name of Bank
Address
______ 19 ___

Deposit To The Credit Of
Texas County M-F-B Exchange

Acct. No.	48-3896

Currency		378	52
Coin		9	96
Checks	265	82	65
	266	103	19
	267	8	35
	268	31	05
	269	562	18
RECEIVED BY / EXCH DED	**TOTAL**	1175	90

ORIGINAL

I. Answers to the Assignment Sheet

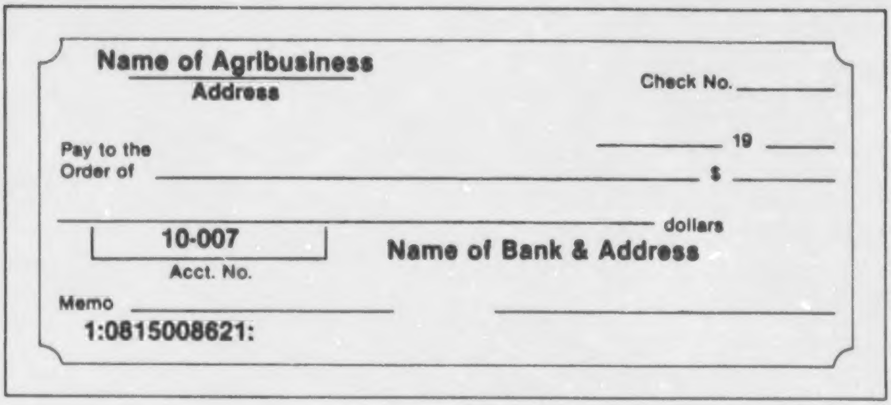
1.

Bank Reconciliation Statement

Date ______

Checkbook balance		Bank statement balance	
less service charge		less outstanding checks	
Deposits not credited			
Adjusted balance		Adjusted balance	

2.



Name of Agribusiness
Address

Check No. ________

______ 19 ____

Pay to the
Order of ____________________________ **$** ______

____________________________ **dollars**

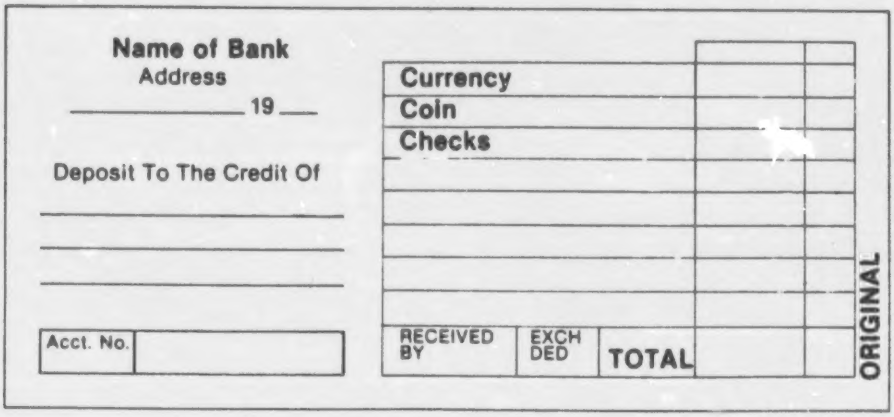
10-007
Acct. No.

Name of Bank & Address

Memo ____________ ____________

1:0815008621:

3.



Name of Bank
Address
______ 19 ___

Deposit To The Credit Of
______
______
______

Acct. No.	

Currency		
Coin		
Checks		
RECEIVED BY · EXCH DED · **TOTAL**		

ORIGINAL

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 6: Basic Recordkeeping and Banking Services

EVALUATION

1. List the three basic elements of recordkeeping and give a short definition of each.

   1.

   2.

   3.

2. The following statements are either true or false. Circle the T if the statement is true; circle the F if the statement is false.

   T F 1. A balance sheet can show the financial situation of an agribusiness.

   T F 2. The total of debits does not always have to equal the total of credits.

   T F 3. Accounts are financial records of more than one item.

   T F 4. The debit side of an asset account shows an increase to that account.

   T F 5. Ledger entries show business transactions by dates.

   T F 6. Financial statements can be summaries of inventory.

   T F 7. The written checks that have been processed through a bank are called canceled checks.

   T F 8. Journal entries show business transactions by accounts.

3. Bank reconciliation statement problem.

   Texas County M-F-B Exchange's bank statement showed an ending balance of $2748.76. Three checks are outstanding as follows:

0981	$ 29.82
0982	$133.41
0983	$ 85.00

The checkbook balance is $2507.03. The bank statement shows a service charge of $6.50 (this has not been subtracted from the checkbook balance). Fill in the blank reconciliation slip provided.

Bank Reconciliation Statement

Date ____________________

Checkbook balance		Bank statement balance	
less service charge		less outstanding checks	
Deposits not credited			
Adjusted balance		Adjusted balance	

4. Check writing problem.

As an accounts payable clerk at Texas County M-F-B Exchange, you are responsible for writing checks. Fill in the check form provided to Grow Better Seed Company using the following information. Use the sample check form provided.

1. Today's date
2. Check number 003
3. The amount $4,563.82
4. Use your own signature

Name of Agribusiness
Address

Check No. __________

__________ 19 ______

Pay to the Order of ______________________________ $ __________

______________________________ dollars

10-007
Acct. No.

Name of Bank & Address

Memo ____________________ ____________________

1:0815008621:

5. Deposit slip problem.

The manager of the M-F-B Exchange is making the daily deposit of money to the local bank. The following is the information needed to fill in the slip. Use the sample deposit slip provided.

1. Today's date
2. Account number 48-3896
3. Currency $378.52
4. Coin $9.96
5. Checks #265 $ 82.65
   #266 $103.19
   #267 $ 8.35
   #268 $ 31.05
   #269 $562.18

Name of Bank
Address
________________ 19 ___

Deposit To The Credit Of
____
____
____

Acct. No.	

Currency		
Coin		
Checks		
RECEIVED BY · EXCH DED · **TOTAL**		

ORIGINAL

Deposit Ticket

DEPOSIT TICKET

JOHN'S TRACTOR REPAIR
100 Jackson Street
Lebanon, MO 65536

Date ______________________ 19_____

Deposited with
FIRST NATIONAL BANK
Lebanon, Missouri

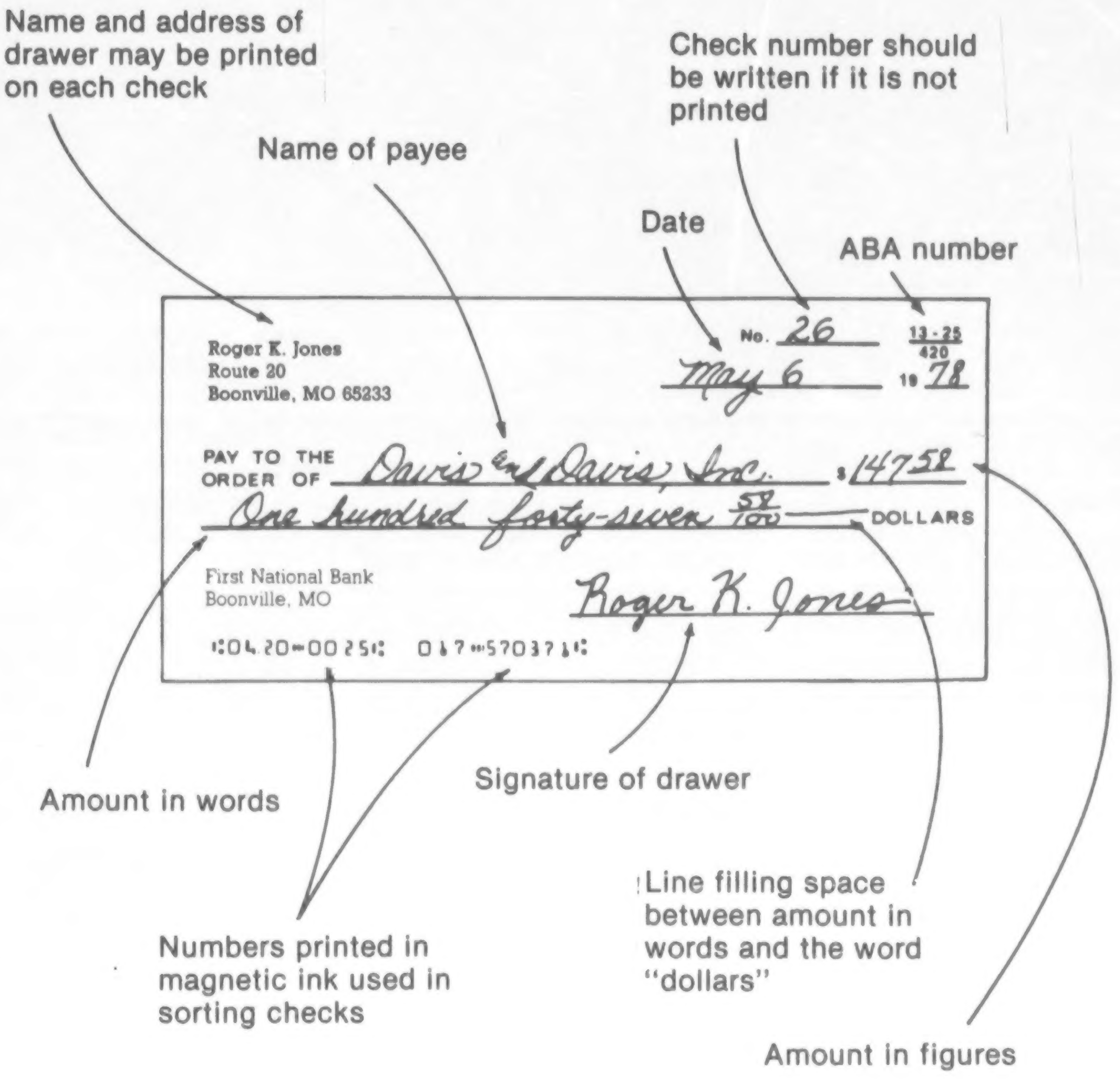
"018866"

CASH			
CHECKS Endorse And List Each Item			
LESS CASH			
TOTAL			

Checks and other items are received subject to the regulations of this bank.

TM-2

Important Parts of a Check



Roger K. Jones
Route 20
Boonville, MO 65233

No. 26

13-25/420

May 6 19 78

PAY TO THE ORDER OF Davis and Davis, Inc. $ 147 58

One hundred forty-seven 58/100 DOLLARS

First National Bank
Boonville, MO

Roger K. Jones

⑆0420⑉0025⑆ 017⑈570371⑆

Name and address of drawer may be printed on each check

Name of payee

Check number should be written if it is not printed

Date

ABA number

Amount in words

Signature of drawer

Numbers printed in magnetic ink used in sorting checks

Line filling space between amount in words and the word "dollars"

Amount in figures

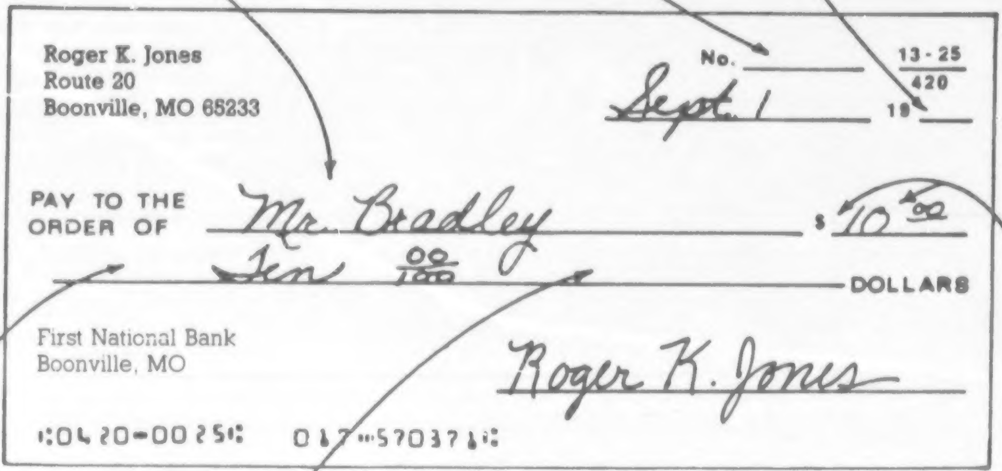
TM-4

Some Errors to Avoid in Writing a Check

Title "Mr." is not needed, but name should be complete with given name or initials

Year omitted from date

Check number omitted



Roger K. Jones
Route 20
Boonville, MO 65233

No. ______ 13-25/420

Sept. 1 19__

PAY TO THE ORDER OF Mr. Bradley $ 10 $\frac{00}{xx}$

Ten $\frac{00}{100}$ DOLLARS

First National Bank
Boonville, MO

Roger K. Jones

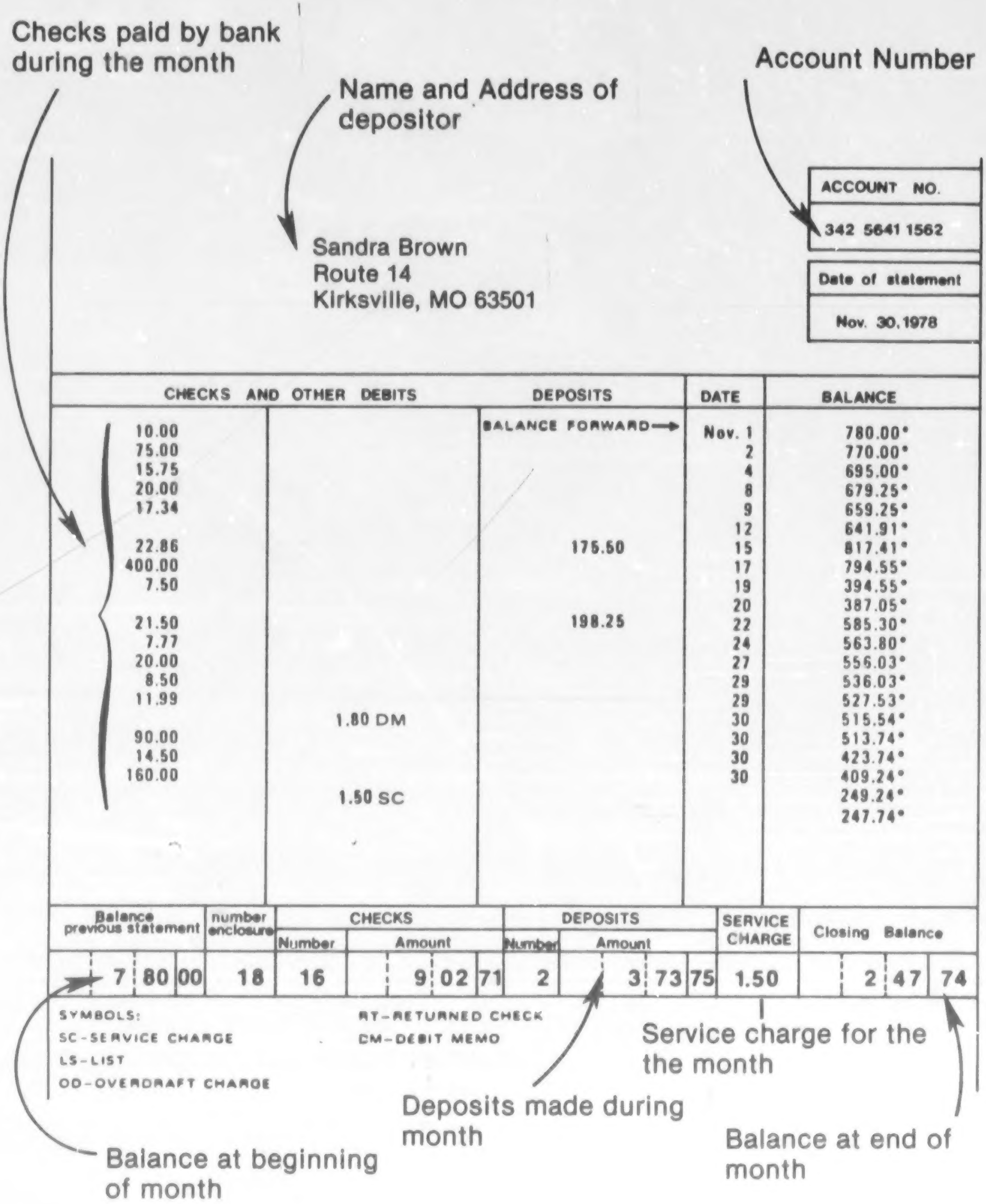
⑆0420-0025⑆ 017⑈570371⑈

Should be no blank space before or after amount in words

Should be no blank space before or after amount in figures

Line should connect amount in words and word "dollars"

A Bank Statement



Checks paid by bank during the month

Name and Address of depositor

Account Number

Sandra Brown
Route 14
Kirksville, MO 63501

ACCOUNT NO.
342 5641 1562

Date of statement
Nov. 30, 1978

CHECKS AND OTHER DEBITS		DEPOSITS	DATE	BALANCE
10.00		BALANCE FORWARD→	Nov. 1	780.00*
75.00			2	770.00*
15.75			4	695.00*
20.00			8	679.25*
17.34			9	659.25*
			12	641.91*
22.86		175.50	15	817.41*
400.00			17	794.55*
7.50			19	394.55*
			20	387.05*
21.50		198.25	22	585.30*
7.77			24	563.80*
20.00			27	556.03*
8.50			29	536.03*
11.99			29	527.53*
	1.80 DM		30	515.54*
90.00			30	513.74*
14.50			30	423.74*
160.00			30	409.24*
	1.50 SC			249.24*
				247.74*

Balance previous statement	number enclosure	CHECKS		DEPOSITS		SERVICE CHARGE	Closing Balance
		Number	Amount	Number	Amount		
7 80 00	18	16	9 02 71	2	3 73 75	1.50	2 47 74

SYMBOLS:
SC-SERVICE CHARGE
LS-LIST
OD-OVERDRAFT CHARGE
RT-RETURNED CHECK
DM-DEBIT MEMO

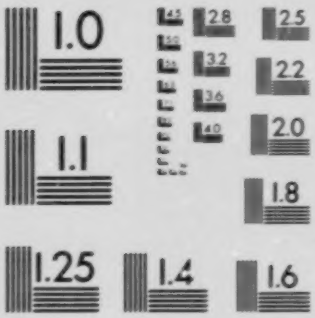
Service charge for the the month

Deposits made during month

Balance at beginning of month

Balance at end of month

A.S


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
6.3

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

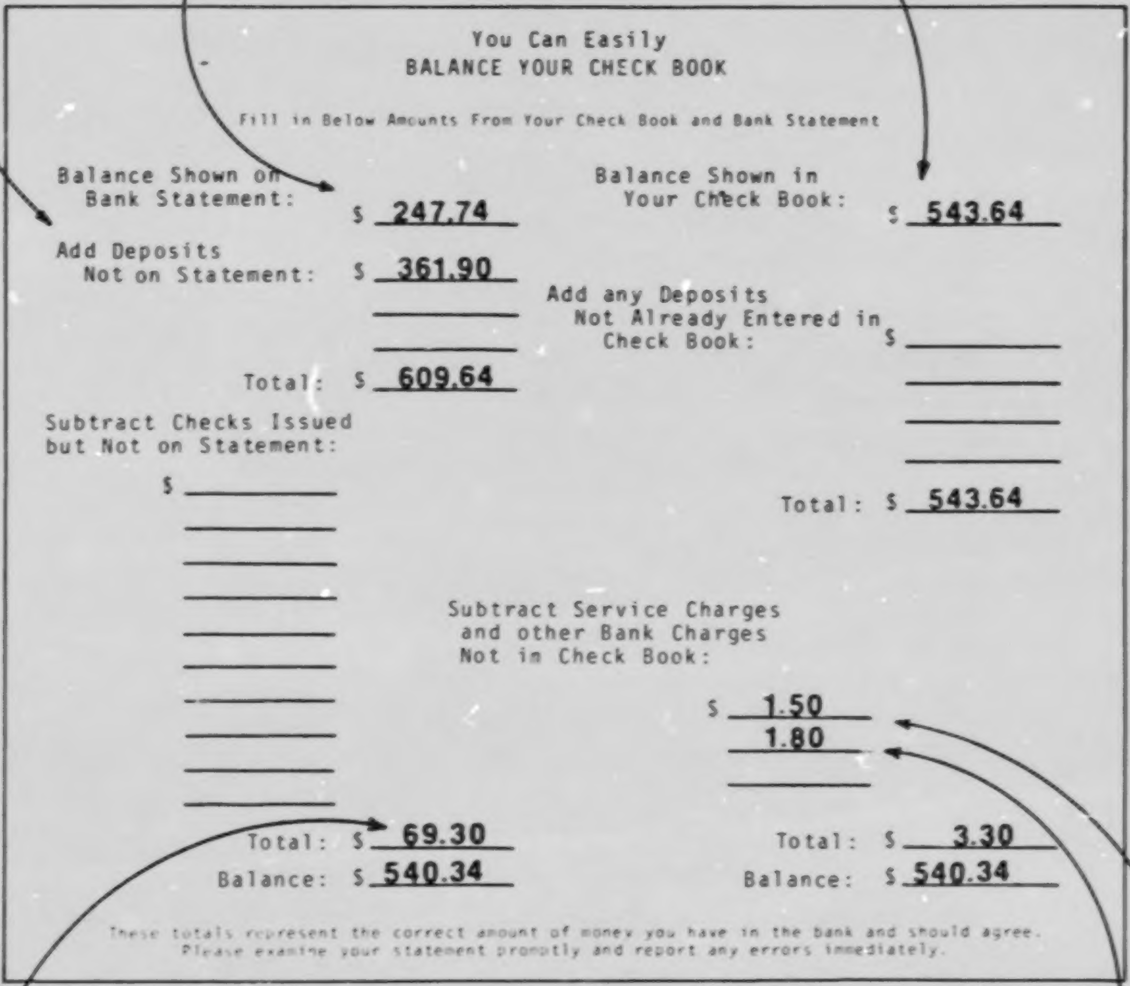
TM-6

Sources of Information for a Bank Reconciliation

Deposit not yet shown on bank statement, found by comparing deposits on check stubs and bank statement.

Bank balance at end of month shown on bank statement.

Checkbook balance as shown on check stub.



You Can Easily
BALANCE YOUR CHECK BOOK

Fill in Below Amounts From Your Check Book and Bank Statement

Balance Shown on Bank Statement: $ 247.74

Add Deposits Not on Statement: $ 361.90

Total: $ 609.64

Subtract Checks Issued but Not on Statement: $

Total: $ 69.30

Balance: $ 540.34

Balance Shown in Your Check Book: $ 543.64

Add any Deposits Not Already Entered in Check Book: $

Total: $ 543.64

Subtract Service Charges and other Bank Charges Not in Check Book:

$ 1.50
1.80

Total: $ 3.30

Balance: $ 540.34

These totals represent the correct amount of money you have in the bank and should agree.
Please examine your statement promptly and report any errors immediately.

Outstanding checks found by comparing checkbook and canceled checks.

Charge for imprinting checks shown on bank statement and on debit slip sent with statement.

Service charge as shown on bank statement and on debit slip sent with statement.

Problems Working with Banking Services

1. Bank reconciliation statement problem.

Green Acres Farm Supply's bank statement showed an ending balance of $5,736.77. Four checks are outstanding as follows:

#0020	$365.92
#0021	$108.05
#0022	$ 52.13
#0023	$ 10.18

The checkbook balance is $5,216.99. The bank statement shows a service charge of $4.00 and a charge for printing check forms of $12.50 (these have not been subtracted from the checkbook balance). Both adjusted balances should be the same. Fill in the bank reconciliation form provided.

Bank Reconciliation Statement

Date ______________________

Checkbook balance		Bank statement balance	
less service charge		less outstanding checks	
Deposits not credited			
Adjusted balance		Adjusted balance	

2. Check writing problem.

As accounts payable clerk at Green Acres Farm Supply, you are responsible for writing checks. Fill in the check form provided to H&H Fertilizer Company using the following information.

1. Today's date
2. Check number 18-02
3. The amount $6,782.53
4. Use your own signature.

Name of Agribusiness
Address

Check No. __________

__________ 19 ______

Pay to the Order of ______________________________ $ __________

______________________________________ dollars

10-007
Acct. No.

Name of Bank & Address

Memo ____________________ ____________________

1:0815008621:

3. Deposit slip problem.

Mr. Green of Green Acres Farm Supply is making a deposit of money to the local bank. The following is the information needed to fill in the slip.

1. Today's date
2. Account number 15-565-13
3. Currency $862.43
4. Coin $12.39
5. Checks #001 $ 52.00

#001	$ 52.00
#002	$ 12.95
#003	$ 15.43
#004	$ 108.99
#005	$2362.05

Name of Bank
Address
______________ 19 ___

Deposit To The Credit Of

____
____
____

Acct. No.	

Currency				
Coin				
Checks				
RECEIVED BY	EXCH DED	**TOTAL**		

ORIGINAL

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 7: Sales and Purchasing Records

Objective: The student will be able to identify how sales and purchasing records are kept.

Study Questions:

1. Why do agribusinesses need cash receipts and payment records?
2. How do you record cash receipts?
3. How do you record cash payments?
4. What does the term cash proved mean?
5. How are sales records used?
6. How are purchase records used?

References:

1. Agribusiness Procedures and Records, 1st ed., Lee, Delene W., Lee, Jasper S., Chapter 8.
2. Assignment Sheets
   a) AS-5: Problems in Recording Cash Receipts
   b) AS-6: Problems in Recording Cash Payments
   c) AS-7: Problems in Recording Sales and Purchases in Journals

Lesson 7: Sales and Purchasing Records

TEACHING PROCEDURES

A. Review previous lesson.

B. Motivation

Ask the students how they would feel if, on the day of high school graduation they could not graduate because a mistake had been made in recording their credit hours. Ask them how important they think it is to avoid making mistakes in recordkeeping such as misplacing a decimal on a bank balance, or ordering 500 instead of 50 of an item. The proper recording of transactions in an agribusiness can help the business function smoothly and profitably.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students where the profit comes from in an agribusiness. The answer, of course, is from the selling of merchandise or services. This helps explain why careful control over cash records is important to the business. At the conclusion of discussion, hand out AS-5, AS-6, and AS-7 to the students.

   Why do agribusinesses need cash receipts and payment records?

   1) What are cash, cash receipts and payments?
      a) Cash includes currency, coins, checks, and money in the bank account.
      b) Cash receipts; money received by the agribusiness from sales.
      c) Cash payments; money paid out by the agribusiness.
   2) Why must careful consideration by given to cash records?
      a) To keep an accurate account of cash flow.
      b) To prevent loss or theft.
      c) To prevent the misuse of money by employees.
      d) To help managers make accurate decisions about paying debts, buying items, and expanding.

2. Ask the students how cash receipts are recorded.

   How do you record cash receipts?

   1) Cash receipts journal
      a) Cash received is debited in the cash receipts journal.
      b) Cash register tapes, sales slips, and credit payments are used to make entries.
      c) Each entry includes the following information.

        (1) Date
        (2) Description and number of the account credited.
        (3) The amount debited in the cash column.
    d) The posting reference column is filled in with the specific account number when the cash debit column is posted to that account.
    e) Cash account is posted monthly; all other accounts daily.
2) Multicolumned cash receipts journal
    a) This journal differs from the cash receipt journal in that when other accounts than cash are used frequently, more columns are added.
    b) Some columns will be posted daily in the ledger as general accounts; cash accounts will be posted at the end of the month. This can be indicated by account numbers or marks in the PP column.

3. Ask the students how cash payments are made.

How do you record cash payments?

1) Cash payments journal.
    a) Cash payments are credited in the cash payment journal.
    b) Columns for date, account debited, cash payment amount, check number, and posting reference for account numbers are included.
    c) Check stubs or checkbook information is used to make entries.
    d) Cash column total is posted monthly; other accounts are debited daily.
2) Multicolumned cash payments journal
    a) More columns are added for other frequently used accounts.
    b) Again, some columns will be posted daily and other totals will be posted monthly.

4. Ask the students to explain what the term cash proved means.

What does the term cash proved mean?

1) Cash proved
    a) To determine if the ending cash balance is the same as the ending checkbook balance.
    b) This is done by using the cash payment and cash receipts journal and the checkbook.
    c) Should be done monthly.

5. Ask the students what type of sales records are used. Then ask how sales journals are used, and how returned and unsatisfactory merchandise is handled.

How are sales records used?

1) How are sales recorded?
    a) Cash register

        - b) Sales tickets (See Lesson 3.)
        - c) Electronic cash registers
        - d) Credit; credit card slips or credit contracts
    - 2) Sales journal
        - a) Used to record credit sales
        - b) The total of the sales credit column is posted monthly to the sales account.
        - c) The sales journal has columns for the date, sales slip number, account debited, posting reference, and sales credit.
        - d) The credit sales are posted daily to individual ledger accounts.
        - e) Some agribusinesses use sales slips instead of a journal, posting directly from them to ledgers, and totaling them monthly.
    - 3) How are returns and allowances for unsatisfactory merchandise handled?
        - a) One copy of the credit memorandum is given to customers when they return merchandise. This, in turn, will trigger the recordkeeper to credit that customer's account.
        - b) When customers keep merchandise that is unsatisfactory, they are sometimes issued a sales allowance or a reduction in price on that merchandise. This will also trigger an entry in the sales journal.

6. Ask the students how purchase records are handled.

How are purchase records used?

- 1) Steps in purchasing
    - a) Inventory cards are used to show when it's time to reorder merchandise. They contain the following information; item name, location, stock number, maximum and minimum number to be stocked, number received and sold, which gives the current inventory.
    - b) Purchase requisition or a request to make a purchase is issued when stock is low. It contains the amount wanted, date needed, and person making the request.
    - c) The purchasing agent may purchase directly from a predetermined supplier or send out requests for quotations to several suppliers to determine the lowest price for a given item.
    - d) A receiving report is sent to the purchasing agent and to the inventory manager to inform them that the merchandise has arrived.
- 2) Purchases on credit
    - a) Suppliers to whom agribusinesses owe money are called creditors.
    - b) The amounts owed by the agribusiness are recorded in accounts payable.
    - c) Merchandise or services bought on credit are recorded as credits in the accounts payable.
    - d) Purchases on credit can be recorded in a general or a special purchases journal.

(1) General journals; take two or more lines to record purchases and debits are posted individually

(2) Special purchases journals take only one line for recording, debits are totaled and posted monthly, but credits are posted daily. They are used only for items purchased on credit for resale to customers.

3) Purchase returns and allowances for agribusinesses from suppliers are handled by the same procedures as customer returns and allowances from an agribusiness.

F. Other Activities

G. Competency

Identify how sales and purchasing records are kept.

H. Answers to Evaluation

1. The following are suggested answers. Additional acceptable criteria should be determined by instructor.

    1. To keep an accurate account of cash flow.
    2. To prevent loss or theft.
    3. To prevent the misuse of money by employees.
    4. To help managers make accurate decisions about paying debts, buying items, and expanding.

2.
    1. F
    2. F
    3. T
    4. F
    5. T
    6. F
    7. T
    8. T
    9. T
    10. T

I. Answers to Assignment Sheets

Assignment Sheet 5

CASH RECEIPTS JOURNAL Page 1

DATE		Account Credited	Post Ref.	Cash Debit
June	1	Sales	—	5068 55
	1	Accounts Receivable/Ken Wyatt	101	45 60
	1	Accounts Receivable/Chris Hamilton	104	565 07
	2	Accounts Receivable/Stan Coday	109	108 89
	2	Sales		10509 22
	31	Total	100	

ACCOUNTS RECEIVABLE Ken Wyatt **ACCOUNT No.** 101

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit
				June 1		CR1	45 60

ACCOUNTS RECEIVABLE Chris Hamilton **ACCOUNT No.** 104

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit
				June 1		CR1	566 07

ACCOUNTS RECEIVABLE Stan Coday **ACCOUNT No.** 109

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit
				June 2		CR1	108 89

Assignment Sheet 6

CASH PAYMENTS JOURNAL **Page** 2

DATE		Account Debited	Check No.	Post Ref.	Cash Credit
June	1	Insurance Expense	201	501	253 00
	1	Purchases	202	109	2365 88
	2	Rent	203	502	450 00

ACCOUNT **ACCOUNT No.** 501

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit
June 1		CP2	253 00				

ACCOUNT **ACCOUNT No.** 109

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit
June 1		CP2	2365 88				

ACCOUNT **ACCOUNT No.** 502

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit
June 2		CP2	450 00				

Assignment Sheet 7

SALES JOURNAL Page /

Date		Account Debited	Sale No.	Post. Ref.	Accts. Rec. Dr. Sales Cr.	
June	1	Steve Macy	2021		259	64
	1	Jim Ferguson	2022		136	89
	1	Mark McDonald	2023		195	02

PURCHASES JOURNAL Page /

Date		Account Credited	Purch. No.	Post. Ref.	Purchases Dr. Accts. Pay. Cr.	
June	1	Bennett Lumber Company	3060		2675	00
	1	Inland Lumber Supplies	3061		1785	80
	1	Allcolor Paint Supplies	3062		896	79

UNIT VII: BUSINESS PROCEDURES AND RECORDS

Lesson 7: Sales and Purchasing Records

EVALUATION

1. List three reasons why it is important to keep an accurate record of cash.

   1.

   2.

   3.

2. The following statements are either true or false. Circle the T if the statement is true; circle the F if the statement is false.

T F 1. All columns in a multicolumn journal are posted daily.

T F 2. The posting reference column is filled in with the account number at the same time you are entering the transaction in the journal.

T F 3. Cash accounts are posted monthly.

T F 4. "Cashed proved" means to determine if the ending credit balance is the same as the checkbook balance.

T F 5. Some agribusinesses use sales slips instead of sales journals.

T F 6. A credit memorandum is given to customers after they purchase items on credit.

T F 7. One item of information contained on an inventory card is the maximum and minimum amount of items to be stocked.

T F 8. In general purchase journals, debits are posted individually.

T F 9. When stock is low, purchase requisitions are issued.

T F 10. Creditors can be suppliers.

AS-5

Problems in Recording Cash Receipts

TSI Tractor Supply uses a single column cash receipts journal to record money received from customers. As the record keeper you are to record the following purchases in the cash receipts journal and post each amount in the correct ledger account. Do not record a cash total.

June 1	Sales	5,068.55
1	Accounts Receivable/Ken Wyatt	45.60
1	Accounts Receivable/Chris Hamilton	565.07
2	Accounts Receivable/Stan Coday	108.89
2	Sales	10,509.22

CASH RECEIPTS JOURNAL Page

DATE	Account Credited	Post Ref.	Cash Debit

ACCOUNTS RECEIVABLE **ACCOUNT No.**

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit

ACCOUNTS RECEIVABLE **ACCOUNT No.**

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit

ACCOUNTS RECEIVABLE **ACCOUNT No.**

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit

Problems in Recording Cash Payments

Williams' Garden Supply uses a single column cash payments journal to record money received from customers. As the record keeper you are to record the following payments for expenses that occured during the month of June and post each amount to the correct account. Do not record a cash total.

June 1	Insurance expense (Check 201)	253.00
1	Purchases (Check 202)	2,365.88
2	Rent Expense (Check 203)	450.00

CASH PAYMENTS JOURNAL Page

DATE	Account Debited	Check No.	Post Ref.	Cash Credit

ACCOUNT ACCOUNT No.

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit

ACCOUNT ACCOUNT No.

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit

ACCOUNT ACCOUNT No.

Date	Item	P.R.	Debit	Date	Item	P.R.	Credit

AS-7

Problems in Recording Sales and Purchases in Journals

Johnson's Lumber Supply uses special sales and purchase journals. All credit sales and purchases are recorded in these journals. You have the responsibility of recording the following sales and purchases.

		Credit Sales		
June	1	Steve Macey	sale no. 2021	254.64
	1	Jim Ferguson	sale no. 2022	136.87
	1	Mark McDonald	sale no. 2023	95.02
		Credit Purchases		
June	1	Bennet Lumber Company	purchase no. 3060	2,675.00
	1	Inland Lumber Supplies	purchase no. 3061	1,785.80
	1	Allcolor Paint Suppliers	purchase no. 3062	886.79

SALES JOURNAL Page

Date	Account Debited	Sale No.	Post. Ref.	Accts. Rec. Dr. Sales Cr.

PURCHASES JOURNAL Page

Date	Account Credited	Purch. No.	Post. Ref.	Purchases Dr. Accts. Pay. Cr.

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 8: Insurance and Losses

Objective: The student will be able to identify the different types of insurance agribusiness can obtain to help protect them from losses.

Study Questions:

1. What is insurance and why do agribusinesses use it?
2. How does insurance operate?
3. What are the types of insurance needed by agribusiness?

References:

1. Handouts
   a) HO-9: Definitions of Insurance Terms
   b) HO-10: Insurance and Losses

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 8: Insurance and Losses

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Many businesses and individuals have made the mistake of not having insurance to cover losses. This has caused some to lose their businesses and caused great financial hardships for many. These losses can be minimized by the right insurance. The instructor may want to use a local example of someone who did or did not have insurance and the results.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to define insurance and explain why agribusinesses use it.

   What is insurance and why do agribusinesses use it?

   1) Insurance is a plan or contract whereby a large group of people contribute to a fund so that those individuals contributing can be compensated if they suffer a loss.
   2) Agribusinesses use insurance to trade a large loss, that may or may not happen, for a small loss or expense.

2. Ask the students to list and describe the different terms associated with insurance. Then ask what is involved in the operation of insurance.

   How does insurance operate?

   1) Definitions of some insurance terms.
      a) Insurer - the company providing insurance
      b) Policyholder - the business who paid for the insurance policy
      c) Policy - the contract or agreement between the policyholder and insurer
      d) Risk - the possibility of incurring a loss
      e) Premiums - payments made by policyholders for protection against risk
      f) Claim - request for payment from a policyholder for a loss that has occurred
   2) How do inusrance companies function?
      a) Money from the premiums is used to make investments which earn incomes.

- b) Insurance companies must keep a certain amount of money on hand for paying claims of policyholders.
- c) Operations of insurance companies are governed by law.

3) Premiums or rates charged by insurance companies vary depending on the risk being insured.
   - a) Frequency of the risk occurring
   - b) Condition of surrounding environment or object being insured
   - c) How much money that has been paid out by the company for past claims
   - d) The basic rates are set for all companies, for the same general locality and risk within each state.

4) Cancellation terms are spelled out in each policy.

5) Before property can be insured the potential policyholder must have interest in the property, in other words will suffer financially if the property is damaged, stolen, or lost.

6) Deductables are agreements that the policyholder will pay part of the costs from a loss in exchange for lower premiums

7) How is insurance purchased?
   - a) From a single insurance agency or independent agency which handles many different insurance companies.
   - b) Ask community banks and businesses to recommend the local reputable agencies.
   - c) Main objectives are to get proper coverage and assurance that claims will be handled carefully and be paid in full.

3. Ask the students for a list of the different types of insurance needed by the agribusiness. Write these on the board leaving room to describe each type and the losses they cover.

What are the types of insurance needed by agribusinesses?

1) Fire insurance
   - a) Can provide coverage for buildings, furniture, machinery, raw materials, and finished products
   - b) Fire insurance for a building usually does not cover contents; a separate agreement must be secured for contents.
   - c) Usually, replacement costs minus depreciation is recovered on fire loss, unless the policy states or the state requires that the full value or face value of the policy will be paid.
   - d) Extended coverage can be added to fire insurance to cover other losses from windstorms, hailstorms, smoke damage, etc.
   - e) Business interruption insurance may be added to the fire insurance, which covers losses from a business not being able to operate after a fire or other catastrophe.

2) Transportation and cargo insurance
   - a) Trucking firms must carry cargo insurance

b) Companies shipping merchandise by water must pay insurance costs or the shipping firm can provide it as part of their fee.

3) Insurance for business vehicles
   a) Comprehensive - covers loss caused by natural elements or man (other than collision)
   b) Collision - covers loss to the policyholder in an accident
   c) Property damage - covers that damage by the policyholder to the property of others
   d) Liability or bodily injury - covers injury to people
   e) Non-ownership clause or a hired-car clause - covers the insured person who drives a car belonging to someone else.
   f) Medical payments - covers medical cost to occupants of the insured vehicle
   g) Uninsured motorist - covers any damage done to the policyholder's property by an uninsured party
4) Burglary and robbery insurance
   a) Policies vary widely depending on the risk.
   b) One or more risks can be covered by this insurance.
   c) Shoplifter coverage is available but the cost makes purchasing it prohibitive.
5) Fidelity bonds
   a) Employees handling money are bonded. This means if they take money the bonding company must pay that amount to the agribusiness if it cannot be recovered from the employee.
   b) Rate is dependent on the risk or how much money is involved
6) Performance or surety bonds - insurance that guarantees a business will carry out its contract agreement or the insurer will pay for losses to the contract holder.
7) Liability insurance
   a) Protects the business from financial loss due to bodily injury of outsiders or customers at the place of business.
   b) Some types of liability insurance covers products that cause injuries to customers. Usually only manufacturers carry this type.
8) Life insurance
   a) An entrepreneur may be able to borrow money easier if he carriers life insurance.
   b) An agribusiness owner may carry life insurance so that in case of his death, the business debts can be paid off.
   c) Proceeds from life insurance can help businesses to continue uninterrupted after the death of the owner, partner, or key executive.
   d) Group life insurance provided by the agribusiness for the benefit of employees.
9) Hospital, health, and accident insurance
   a) These provide coverage for hospital and medical costs, and income during the time an employee cannot work because of an accident or sickness.

b) These may be provided by the company as a benefit or through the company at reduced group rates.

10) Workman's compensation
  a) Protects the company against financial loss from injury or sickness to employees caused by their work.
  b) Legally required to be carried by businesses.

11) Social Security
  a) Provides for types of pensions (retirement funds)
  b) Unemployment compensation, which is mainly administered by the state.
  c) Medical care for those of retirement age
  d) Required by law

12) Other special types of insurance
  a) Credit insurance covers losses that occur from credit given to customers.
  b) Credit life insurance covers individuals who buy on installment purchase plans in case of death, there is enough life insurance to cover the debt owed.
  c) Forger insurance covers losses from checks that have been altered or forged.

F. Competency

Identify types of insurance needed by agribusinesses to help protect them from losses.

G. Answers to Evaluation

1. 1. Insurance is a plan or contract whereby a large group of people contribute to a fund so that those individuals contributing can be compensated if they suffer a loss.

   2. Agribusinesses use insurance to trade a large loss, that may or may not happen, for a small loss or expense.

2. 1. C
   2. D
   3. E
   4. F
   5. A
   6. B

3. 1. Policy
   2. Banks and businesses
   3. Coverage, claims or losses
   4. Risk or loss
   5. Interest

4. 1. H
   2. A
   3. B
   4. J
   5. E
   6. K
   7. A
   8. C
   9. G
   10. I
   11. F

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 8: Insurance and Losses

EVALUATION

1. Give a short definition of insurance and why agribusinesses use it.

   1.

   2.

2. Match the definitions on the right with the words on the left by placing the appropriate letter in the space provided.

   _____ 1. Claim
   _____ 2. Policyholder
   _____ 3. Insurer
   _____ 4. Premiums
   _____ 5. Policy
   _____ 6. Risk

   a. Contract or agreement between policyholder and insurer.
   b. The possibility of having a loss.
   c. Request for payment by a policyholder for a loss that has occurred.
   d. The business who paid for the insurance policy.
   e. The company providing the insurance
   f. Payments made by policyholders for protection against risk.

3. Fill in the blanks with the appropriate word in the following sentences about how insurance companies function.

   1. Cancellation terms are to be spelled out in each ________.

   2. When choosing an insurance agent, you can ask the community ________ and ________ who they recommend.

   3. The main objectives of buying insurance is to get proper ________ and assurance that ________ will be handled carefully and will be paid in full.

   4. Premium rates charged by insurance companies depend on the ________ being insured.

   5. Before property can be insured by an agribusiness, that agribusiness must have an ________ in the property.

4. Match the statement on the left with the type of insurance on the right by placing the appropriate letter in the space provided.

_____ 1. Insurance for business vehicles
_____ 2. Fire insurance
_____ 3. Liability insurance
_____ 4. Burglary and robbery insurance
_____ 5. Transportation and cargo insurance
_____ 6. Workman's compensation
_____ 7. Life insurance
_____ 8. Fidelity bonds
_____ 9. Social Security
_____ 10. Credit life insurance
_____ 11. Performance or surety bonds

a. Small agribusiness owner may be able to obtain loans easier by owning this type of insurance.
b. Protects agribusinesses from losses when injury occurs to customers at the place of business.
c. Bonds employee's handling money.
d. This type of insurance for a building usually does not cover contents.
e. Trucking firms must carry this insurance.
f. Covers losses when a contract is not carried out.
g. Provides for retirement funds.
h. May have a non-ownership clause.
i. Provides enough insurance to cover a loan in case the policyholder dies.
j. Shoplifting can be covered by this type of insurance.
k. Protects from losses that occur because of illnesses and injuries to employees directly caused by their work.

HO-1

DEFINITION OF INSURANCE TERMS

Insurer - the company that provides insurance.

Policyholder - the business who paid for the insurance policy.

Policy - the contract or agreement between the policyholder and the insurer.

Risk - the possibility of incurring a loss.

Premiums - payments made by policyholders for protection against risk.

Claim - request from a policyholder for payment on a loss that has occurred.

HO-21

Insurance and Losses

First, we must understand what insurance is. Insurance is a plan or contract whereby a large group of people contribute to a fund so that those individuals contributing can be protected, that is, given money out of that fund to offset a loss. Agribusinesses and businesses in general use insurance to trade the possibility of incurring a large loss, such as losing a building by fire, for a small loss, paying premiums. Insurance companies operate by using policy premiums to make investments to hopefully make a profit. They are required to keep a certain amount of money on hand for paying claims by policyholders. This means they cannot have all the money tied up in investments.

The operations of all insurance companies are governed by laws. For example, the basic rates or premiums charged by insurance companies for the same risk are the same for all companies in that general locality. Rates are determined by several factors. The first factors is the frequency or the number of times a particular risk is likely to occur. Next, conditions of the surrounding environment, such as the location of the nearest fire hydrant, are considered. The condition of the building would also be noted. For example, does it have fire prevention devices installed? Last, the amount of money spent by insurance companies on claims for that particular type of risk is taken into account. For an example, perhaps in a certain locality there has been a large number of burglaries in the past year; insurance rates for burglary will increase. Basic rates will be added to and deleted from depending on the exact terms of each policy.

There are three additional considerations which are important to the general operation of insurance policies. The first one is cancellation, the right of the insurer to stop the policy or not renew it when the period for the contract is over. Cancellation terms must be spelled out in each policy by law. The second is considering who is eligible to have property insured. The agribusiness purchasing insurance on some property must have interest in that property or, in other words, will suffer financially if the property is damanged, stolen, or lost. The third consideration is deductions, which are agreements that state the policyholder will pay part of the costs from a loss in exchange for lower premiums from the insurer.

Gaining a basic knowledge of how insurance companies operate assists in understanding how agribusinesses purchase insurance policies. Businesses buy insurance from company representatives called agencies. A single agency will only represent one company, whereas an independent agency will represent a group of different companies. When an agribusiness is looking for an agency, one way to help them find a reputable agency is by asking community banks and businesses for recommendations. The main objectives to remember when looking for insurance are to get proper coverage for the risk being insured, and assurance that claims will be handled carefully and paid in full.

The following is a list of the different types of insurance an agribusiness should have for protection and those that are required by law. Included under each type is a description of what each does, the losses each covers, and other information which might be important to an agribusiness.

Fire Insurance

1. This type of insurance provides coverage for buildings, furniture, machinery, raw materials, and finished products.
2. One thing to watch closely is that fire insurance for a building does not necessarily cover contents of the building. Separate agreements must be obtained for contents.
3. When loss occurs from a fire, the insurer might only pay what it costs to replace the original property damaged minus any depreciation. However, the policy may state that the full value or the face value of the polciy must be paid. In some states this is required.
4. Extended coverage may be added to fire insurance to cover losses from windstorms, hailstorms, smoke damage, and others.
5. Business interruption insurance may also be added to fire insurance. This insurance covers losses occurring to an agribusiness because they are not able to operate normally after a fire or other catastrophe.

Transportation and Cargo Insurance

1. All trucking firms who transport goods must carry insurance on the goods they transport.
2. Businesses that ship their products by water must pay for insurance on their products. The shipping firm may provide the insurance and add it to the fee for shipping.

Insurance for Business Vehicles

Policies for insuring vehicles are made up of many individual coverages. The following is a list of the types of coverage that can be purchased separately or added together.

1. Comprehensive - covers losses to the vehicle by natural elements such as hail damage, and losses caused by man (other than collision). For example, breaking a window on a vehicle with a baseball is covered by comprehensive insurance.
2. Collision - covers damages that are caused by vehicles running into one another.
3. Property damage - covers damage done to someone else's property, for example, driving into someone's yard and damaging their fence.
4. Liability or bodily injury - covers injuries to people caused by vehicle accidents.
5. Medical payment - covers hospitalization and medical treatment for any person who was an occupant of the vehicle.
6. Non-ownership clause - covers insured employees who drive cars not belonging to the company. A similar clause would be the hired car clause, which covers employees while driving a rented vehicle.

7. **Uninsured motorist** - covers any loss to the policyholder's vehicle or injury to insured employees caused by an uninsured person or business.

Burglary and Robbery Insurance

1. This type of insurance, of course, covers those losses to an agribusiness that happen because of theft and robbery.
2. Policies will vary widely depending on the risk.
3. One or more risks can be covered by this insurance.
4. Coverage for shoplifting is available but the cost makes purchasing it prohibitive.

Fidelity Bonds

1. Employees who handle money such as the accountant of an agribusiness, are usually bonded. This means that if they steal the agribusiness' money, the bonding company must pay that amount to the agribusiness if it cannot be recovered from the employee.
2. The rate for this insurance is dependent on the sum of money that is handled by the employee who is bonded.

Performance or Surety Bonds

1. This type of insurance guarantees an agribusiness will carry out its contract agreement or if the contract is not carried out, the insurer will pay for losses to the contract holder. For example, if an agri-spray service contracted to spray a farmer's field and they failed to spray that field, the insurer would have to pay the farmer for damages.

Liability Insurance

1. This insurance protects the agribusiness from financial loss do to bodily injury to customers and non-employees if they are injured at the place of business.
2. Product liability is a type of liability insurance used by agribusinesses to cover losses that occur when customers are injured by products.

Life Insurance

1. Life insurance may allow an entrepreneur to borrow money more easily. This is because in the case of the owner's death the bank or loan agency can collect the money owed from the insurance company.
2. Proceeds from life insurance can help agribusinesses continue uninterrupted after the death of the owner, partner, or key employee (an employee who handles a large share of the business procedures).
3. Group life insurance may be provided for employees by the business or made available at a reduced cost as a benefit.

Hospital, Health, and Accident Insurance

1. These provide coverage for employees for hospital and medical costs, and loss of income due to sickness or accident.
2. These may be provided by the business or made available at reduced rates to employees as a benefit.

Workman's Compensation

1. This type of insurance protects employees against financial loss from injury or sickness caused by their work.
2. Agribusinesses are legally required to have this insurance.

Social Security Insurance

1. The money is required by law to be taken out of employee's paychecks.
2. The insurance provides for types of pensions (retirement funds)
3. Provides for unemployment compensation which is handled by the state government.
4. Provides for medical care for those of retirement age.

Other Special Types of Insurance

Credit insurance - covers losses incurred when customers who buy on credit do not repay.

Credit life insurance - gives coverage for individuals who purchase something on credit, usually making installment payments. In the case of their death the credit life insurance will pay the remainder left on the installments.

Forger insurance - covers losses to agribusinesses from checks that have been altered or forged.

Credits:

Business Principles and Management 1st ed., Everard, Kenneth E; Shilt, Bernard A.

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 9: Using the Cash Register

Objective: The student will be able to describe the procedures for checking the daily cash balance and demonstrate the use of basic parts on a cash register.

Study Questions:

1. **Why is the daily cash balance important?**
2. **What are the procedures for checking the daily cash balance?**
3. **What functions do the basic parts of the cash register perform?**
4. **What are the set-up procedures for a cash register?**
5. **How do you operate the cash register?**

References:

1. Selling in Agribusiness. 1st ed. Miller, Larry E., Chapter 9.
2. Transparency Master
    - a) TM-7: Cash Register - Identification
3. Handout
    - a) HO-11: Use of the Cash Register
4. Assignment Sheet
    - a) AS-8: Problems for Using a Cash Register

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 9: Using the Cash Register

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Cash registers are used in most retail agribusinesses. They can help perform many jobs, such as keeping a sales journal, computing tax, and keeping an acurate record of sales. Even though they are wonderful time saving machines, they still need good operators to be functional.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to give you reasons why the daily cash balance is important.

   Why is the daily cash balance important?

   1) Checking the money in the drawer of the register before you start each day provides a check on money that might be lost or misplaced.
   2) It is a way to test for mistakes make when making change or writing sales slips. This is a good reason for writing on the sales ticket the amount of a check given for merchandise. This allows you to determine if you have the right change at the end of the day.
   3) The last reason is that it can help determine if there has been any money taken from the drawer that is unaccounted for.

2. Ask the students to list the procedures for checking the daily cash balance. List these on the board and work through an example.

   What are the procedures for checking the daily cash balance?

   1) The following procedures are simple and easy to follow if all the money is accounted for:
      Cash and checks on hand at the beginning of the day +
      All cash and checks taken in during the day -
      Any money taken out during the day (including any cash paid out and any bank deposits made) =
      The new cash balance

2) Example:

$ 236.54	cash and checks on hand at the beginning of the day
1,658.88	cash and checks taken in during the day (for cash payments and payments on account)
5.00	cash paid out for freight charges
1,245.02	bank deposit
# 645.40	cash balace at the end of the day

3. Hand out HO-11. Have students fill in the handout with the proper names of each key. Have a different student each time read aloud what the function of each item is.

   What functions do the basic parts of a cash register perform?

   1) Department keys
   2) Sales journal tape
   3) Control keys
      a) Total amount
      b) Amount received key
      c) Change key
   4) Amount keyboard
   5) Receipt
   6) Control lock slide
   7) Display area
   8) Indication rows
   9) Amount indicators
   10) Key release lever
   11) Register lock
   12) Motor bar
   13) Hand crank opening
   14) Activity counter
   15) Cash drawer

4. Ask the students to give the proper set-up procedures for using a cash register.

   What are the set-up procedures for a cash register?

   1) Set-up procedures
      a) Check the amount of cash on hand.
      b) Set the date.
      c) Turn the customer counter back to zero.
      d) Check to see if you have enough supplies, such as receipt rolls.
      e) Unlock the cash register (but always lock it when you leave)
      f) Figure the cash balance at the end of the day.

5. Ask the students to name some general business procedures for using cash registers. Then ask how the keys are operated to ring up a sale. Work through an example. When the discussion on this study question is finished, the students will be ready for their assignment sheets.

How do you operate the cash register?

1) What are some general procedures required by agribusinesses?
   a) That a limited amount of money be kept in the cash register at any given time.
   b) Procedures for depositing the money to the main office when your limit is reached.
   c) Always obtain a receipt for the deposit made to the main office.
   d) Speak out the amount of the sale clearly so that it is understood.
   e) Use the correct procedures for making change and taking checks.
   f) Many businesses leave the cash register door open at night so that a burglar would see that it was empty.
2) Operating the cash register
   a) Example: A customer bought one shovel for $8.75, one screwdriver set for $12.95, and two candy bars for $0.45. Steps of operation:
      1. Depress the employee key.
      2. Punch in $8.75.
      3. Punch taxable item key.
      4. Punch $12.95.
      5. Punch taxable item key.
      6. Punch in $0.45.
      7. Punch in taxable item key.
      8. Punch in $0.45.
      9. Punch in taxable item key.
      10. Punch tax total key. The total will show in the amount indicator.
      11. Compute the tax (For example, 0.06125 x 22.60 = 1.38)
      12. Punch in $1.38.
      13. Punch tax key.
      14. Punch taxable group key. The net amount of $23.98 will show in the amount indicator.
      15. Record the amount given to you as a twenty and a five dollar bill. (Punch in $25.00.)
      16. Punch amount tendered key.
      17. Punch change balance due key.
      18. Amount indicator will show change owed ($1.02).
3) Other important procedures to remember:
   a) To make a blank operation (for example, to give someone change), you press the change balance key to open the drawer.
   b) Remember that in agriculture many items may be nontaxable so that you will not press the taxable item key for those items.
   c) Must first depress the employee key before department or transaction keys.
   d) Transaction keys allow for coupons or refunds. They will automatically print the type of transaction on the receipt and the sales journal in the cash register. These keys will stay down until released.

e) Correcting errors:
   (1) If you press the wrong key in the amount columns, pull out the key release lever and repunch the correct amount.
   (2) If the department key has already been punched, the incorrect amount will be printed and you must follow the agribusiness policy for correction.

f) Give the receipt to the customer. It usually has the following infomration: date, amount, employee code, consecutive number, department, kind of transaction, and may contain the business' name.

F. Other Activities

Have two students role play, one being a customer, the other ringing up the purchases. Have them practice making change and using proper dialogue with customers.

G. Competencies

Describe the procedures for checking the daily cash balance.

Demonstrate the use of basic parts on a cash register.

H. Answers to Evaluation

The Performance Checklist on the following page should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows:

1. The following is the suggested answer, others to be determined by the instructor.

   To keep an accurate account of the cash received each day.

2. $ 200.00 Cash on hand at the beginning of the day
   2,568.95 Plus all cash and checks received during the day
   2,768.95
   2,190.00 Minus bank deposit and freight charges
   $ 658.95 Equals the new cash balance

3. Check answers with TM-7 Cash Register Identification.

4. The answers should include any of the following:

   1. Check the amount of cash on hand.
   2. Set the date.
   3. Turn the customer counter back to zero.
   4. Check to see if you have enough supplies.
   5. Unlock the cash register.
   6. Figure the cash balance at the end of the day.

5. 1. F
   2. T
   3. F
   4. T
   5. T

I. Answers to Assignment Sheet

1. 263.16
2. 2554.77
3. 102.85
4. 719.62
5. 1061.64
6. 30.50
7. 43.51
8. 532.97
9. 618.08
10. 636.60

Cash Register Performance Checklist

Student's Name: ______________________________ Date: ____________

Product to be evaluated: ____

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least _____ out of _____ points.

ACTION	POINTS POSSIBLE	POINTS RECEIVED
1. Check cash on hand accurately.		
2. Set the date on the cash register.		
3. Turn the customer counter to zero.		
4. Make sure enough receipt rolls are available.		
5. Unlock the machine.		
6. Operate the keys using proper procedures. a. Punch keys in their proper order. b. Punch in nontaxable and taxable items. c. Handle any errors correctly.		
7. Ring up the sale calling out verbally the amount.		
8. Make change following correct procedures. a. Leave customer's bill(s) on top of the drawer until change has been made. b. Record this amount on the keyboard. c. Punch the amount tendered key. d. Punch the change balance due key. e. Add the change owed to the amount of purchase verbally, until the total amount given is reached. f. Put the cash in its proper compartments, put checks underneath the drawer. g. Close the drawer.		
9. Make a blank operation (as making change for a customer not making a purchase).		
10. Give the receipt to the customer.		
TOTAL		

Minimum Mastery Level __________

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 9: Using the Cash Register

EVALUATION

1. Sum up in one sentence why checking the daily balance is important.

2. With the following amounts, show the proper procedures to calculate the cash balance at the end of the day. Label each step and show final answer.

   $10.00 paid for freight charges
   $2,568.95 cash and checks received during the day
   $2,100.00 bank deposit
   $200.00 cash on hand at the beginning of the day

3. Identify the parts of a cash register by filling in a copy of HO-9 Cash Register Identification.

4. List four of the set-up procedures for preparing to use a cash register.

   1.

   2.

   3.

   4.

5. The following statements are either true or false. Circle the "T" if the statement is true; circle the "F" if the statement is false.

   T F 1. Once an employee key has been punched, you cannot make corrections by pulling out the release lever.

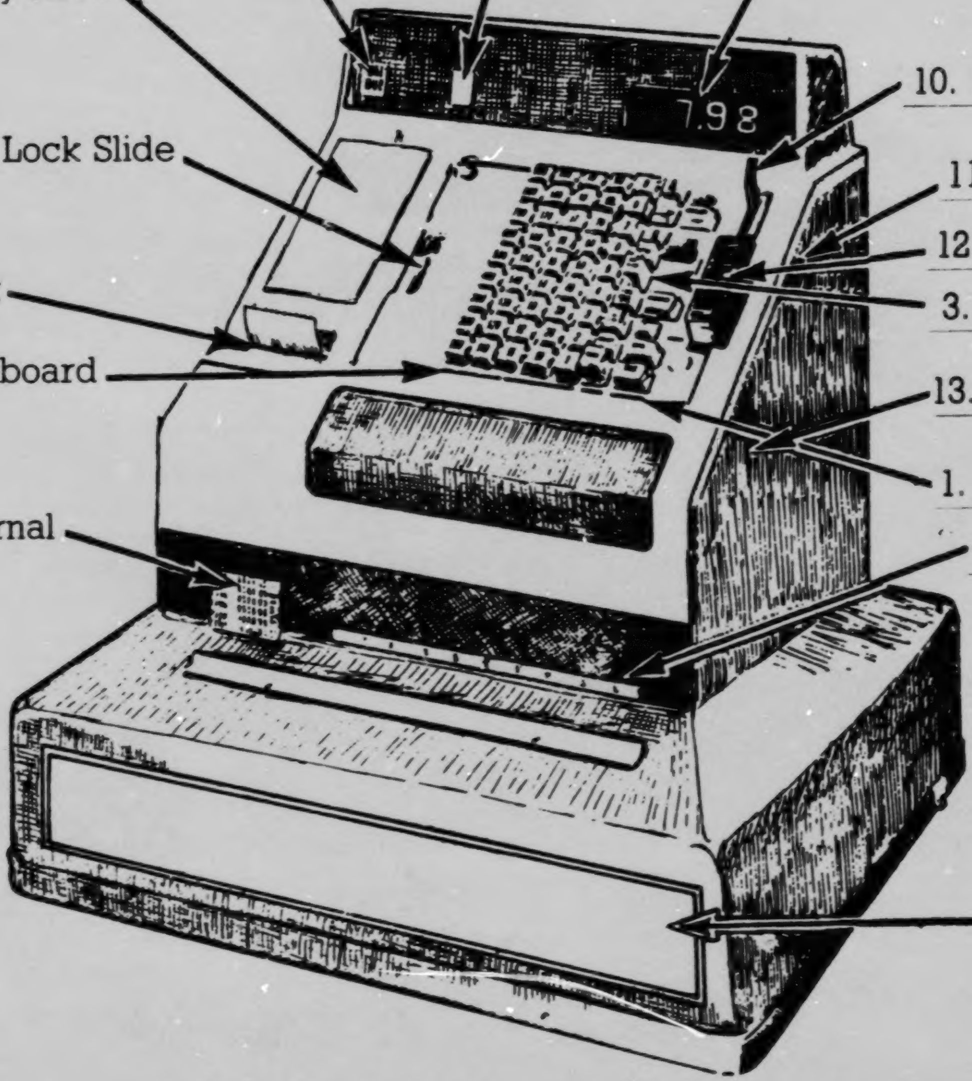
   T F 2. Some agribusinesses may require you to keep a limited amount of money in your register drawer at any given time.

   T F 3. You press the taxable item key for all sale items.

   T F 4. Transaction keys allow for coupons and refunds.

   T F 5. Blank operations may be done by pressing the change balance key to open the drawer.

Cash Register - Identification



8b. Indication Row

8a. Indication Row

9. Amount Indicators

7. Display Area

10. Key Release Lever

6. Control Lock Slide

11. Register Lock

12. Motor Bar

5. Receipt

3. Control Keys

4. Amount Keyboard

13. Hand Crank Opening

1. Department Keys

2. Sales Journal

14. Activity Counters

15. Cash Drawer

USE OF THE CASH REGISTER

The cash register is a very useful tool in any business, and it is not difficult to learn to operate. Not all cash registers are alike, but the principles of operation are similar once you learn to recognize the major parts. The transparency shows the major parts of a cash register.

Item 1 - Department Keys

One of these is depressed as a sale is rung up on the cash register. In an agricultural business, this may be the feed department or the equipment department, or others.

Item 2 - Sales Journal

A tape with a record of each sale rung up on the cash register. Each sale is numbered on the tape.

Item 3 - Control Keys

These keys indicate whether the sale is cash or charge, or some other control code. The machine on TM-7 has a "total" key in this group to total the amount of the sale. Another key labeled "amount received" is depressed after the amount the customer gives you is entered in the amount keyboard. The "change" key is then depressed, and the balance due to the customer is indicated on the "amount indicators."

Item 4 - Amount Keyboard

The amount of each item is entered separately, and then the motor bar (Item 12) is depressed before the amount of the next item is entered. The illustration here shows the keys that would be depressed if the item was $7.98, department 1, and cash.

Item 5 - Receipt

This is an example of the receipt that is fed out of the machine for the customer. The number "0098" and the total is registered on the sales journal.

Item 6 - Control Lock Slide

The manager usually carries the key for the control lock slide. The cash register will provide the manager with a total for each department when the key is inserted for reading these totals. Without the key the register cannot be reset, thus offering protection for the manager.

Item 7 - Display Area

This area is sometimes used to tape on key codes for departments or other information for the cashier.

Item 8 - Indication Rows

As each item is rung on the cash register, the department or type of sale is indicated in these indication rows.

Item 9 - Amount Indicators

Each item rung on the cash register is shown in the amount indicator window. The total is also shown for the convenience of making proper change.

Item 10 - Key Release Lever

If a mistake is made entering an amount on the keyboard, the lever is pulled out, causing the punched keys to pop out. The new amount is then entered.

Item 11 - Register Lock

If a cashier is not at the cash register at all times, the register is locked to prevent nonemployees or nonqualified employees from ringing up sales and opening the cash drawer.

Item 12 - Motor Bar

After the amount is entered on the amount keyboard and the department and control keys are depressed, the motor bar enters this information into the cash register.

Item 13 - Hand Crank Opening

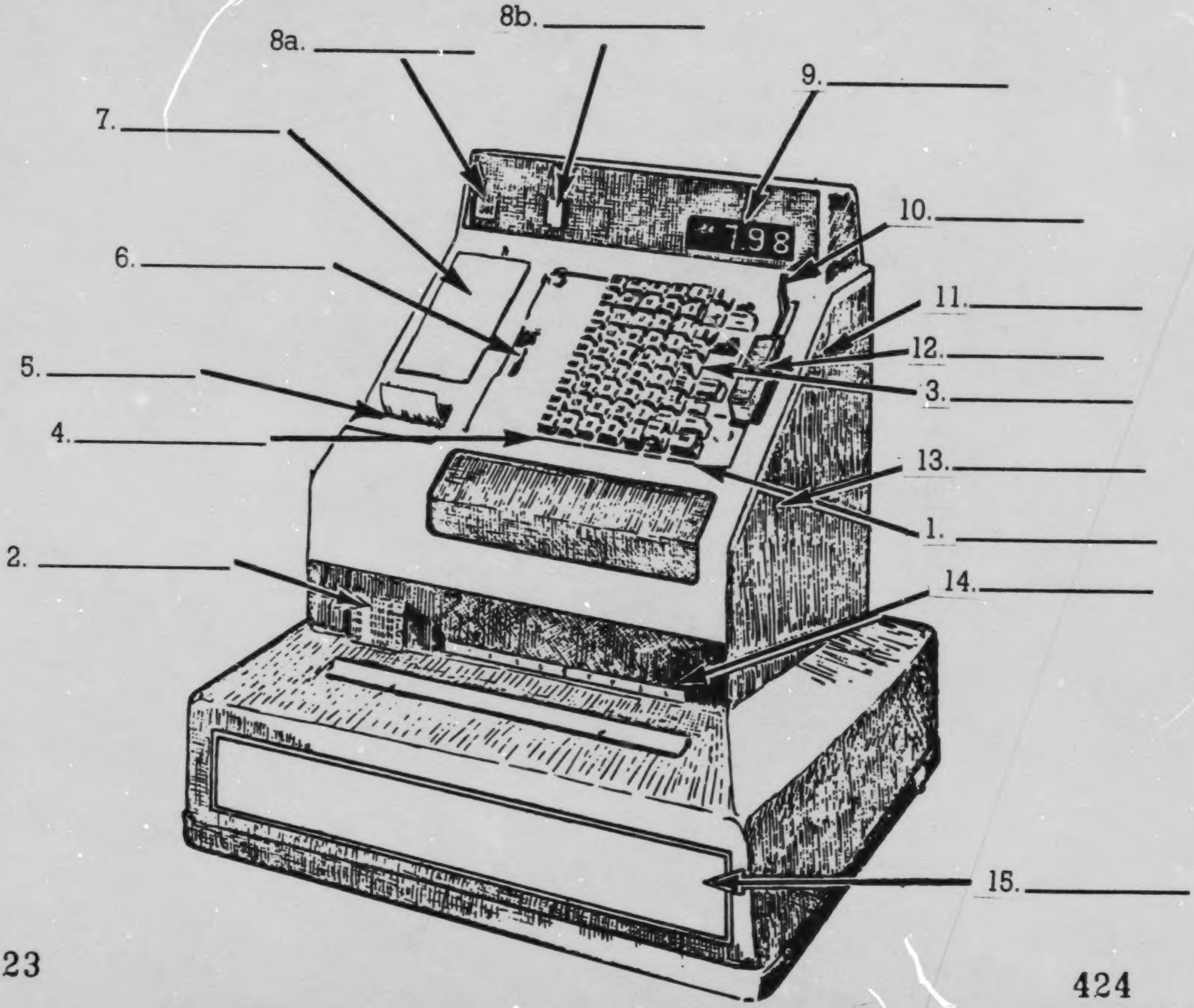
If the electricity goes out, a hand crank can be inserted in this opening to register the items in the cash register.

Item 14 - Activity Centers

Each time an item is entered for a particular department the sale is registered and counted. The cashier can tell at a glance how many items were sold out of each department.

Item 15 - Cash Drawer

The cash drawer doesn't open until either the total or balance due the customer is registered in the amount indicator, depending upon the type of cash register.


8b. ____
8a. ____
9. ____
7. ____
7.98
10. ____
6. ____
11. ____
12. ____
5. ____
3. ____
4. ____
13. ____
1. ____
2. ____
14. ____
15. ____

HO-11 cont'd

Problems for Using a Cash Register

For the following problems, assume 6% sales tax; also assume that nontaxable items will be indicated.

Customer	Nontaxable	Description of items	Quantity	Price
1	X	Soybean meal	800 lbs	16.20 cwt.
		Ear tags	100	1.10 ea.
		Antifreeze	5 gal.	3.20 gal.
2	X	5-20-20 fertilizer	5 tons	196.85 ton
	X	Seed Wheat	150 bu.	10.35 bu.
		Hammer	2	8.50 ea.
3	X	100# salt blocks	5	8.98 ea.
	X	5 gal. of flyspray	1	32.41 ea.
		case of grease cartridges	1	24.00
4	X	24 volt tractor battery	1	80.65
		Muffler for pickup	1	46.20
		Baler twine	20 bales	27.83 ea.
5	X	Tractor tires	2	468.40 ea.
		5 gal. hydraulic fluid	1	82.40
	X	Bearing for combine	1	37.50
6		Bedding plant flat	10	1.69 ea.
		Hand trowel	1	6.49
		Sack of mulch	2	2.69 ea.
7		Lopping shears	1	18.50
		Hand pruner	1	8.95
		Can of tree paint	2	6.80 ea.
8		Chainsaw	1	486.60
		Chain files	5	1.05 ea.
		2 1/2 gal. gas can	1	10.95
9		Air compressor	1	499.99
		10-2 electrical wire with ground box	2 rolls	26.80 ea.
		Electrical receptacle	10	2.95 ea.
10	X	Cottonseed meal	1800 lbs.	18.33 cwt.
	X	Alfalfa seed	3 bu.	98.20 bu.
		Gloves	2 pairs	5.69 ea.

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 10: Using the Adding Machine and Electronic Calculator in Agribusiness

Objective: The student will be able to demonstrate the use of an adding machine and an electronic calculator.

Study Questions:

1. **What terms are helpful to identify when using an adding machine and electronic calculator?**
2. **What are the functions of the main parts of an adding machine?**
3. **What are the functions of the main parts of an electronic calculator?**
4. **What are the proper techniques in using each machine?**
5. **What are the procedures for performing mathematical operations?**

References:

1. Transparency Masters
   - a) TM-8: Adding Machine Part Identification
   - b) TM-9: Electronic Calculator Part Identification
   - c) TM-10: Home Key Position
2. Handouts
   - a) HO-10: Adding Machine Part Identification
   - b) HO-11: Electronic Calculator Part Identification
   - c) HO-12: How to Operate Adding Machines and Electronic Calculators
3. Assignment Sheets
   - a) AS-6: Problems to Work on with an Adding Machine
   - b) AS-7: Problems to Work on with an Electronic Calculator

Lesson 10: Using the Adding Machine and the Electronic Calculator in Agribuiness

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

In any operation, such as growing row crops or constructing a building, there are fundamental tools or machines for the job. For example, when building a structure you need to have developed skills in handling construction tools. Business procedures also have fundamental tools. Since you will be using numbers and performing mathematical calculations, it is important to learn the fundamental operation of adding machines and electronic calculators.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to identify and define some terms that will be useful in understanding how adding machines and electrionic calculators are used in agribusiness.

   What terms are helpful to identify when using an adding machine and electronic calculator?

   1) Terms and definitions for an adding machine
      a) 10 key adding machine; each of the 1-9 digits plus 0 has an entry key and other operational keys
      b) Listing; A paper tape has each calculation printed on it.
      c) Index a number; entering a number on the keyboard.
      d) Home position; the starting position from which your fingers strike all other keys. The index finger is on the 4 key, middle finger on the 5 key, and the ring finger on the 6 key.
      e) Touch system; using the keys by touch instead of sight.
   2) Terms and definitions for an electronic caculator
      a) Prorate; to distribute or divide
      b) Constant; a number with a fixed value used continuously in a series of calculations (either multiplication or division)
      c) Percent; part of a whole (fraction)

2. Ask the students to identify and describe the different parts of the adding maching. Identify parts on one machine at a time. hand out HO-10 and use TM-8 during the discussion.

What are the functions of the main parts of an adding machine?

1) Clear key - (correction) identified by a "C", clears an incorrect entry on the keyboard
2) Non-add key - identified by "N" or # symbol, used to identify an amount on the tape but the amount doesn't become a part of the calculation
3) Plus (motor) bar - identified by plus (+) symbol, it is used to index numbers to be added
4) Repeat key - identified by an "X" symbol, used to set up machine to perform mulitiplication calculations
5) Subtotal key - identified by "S", used to print a partial total; will print the accumulated amount while not clearing the total from the machine
6) Subtract key - identified by a minus (-) symbol, used to index numbers to be subtracted
7) Total key - identified by a "T", prints the accumulated total and also clears the total calculation from the accumulator.

3. Ask students to identify the major parts of an electronic calculator and to describe the function of each. Hand out HO-11 and show TM-9 to the students. Empahsize the fact that all calculators are different and that each should have its own instruction booklet.

What are the functions of the main parts of an electronic calculator?

1) On/Off switch -
2) [.] key - enters a decimal point; only the first decimal entry is observed or recorded
3) [+] key - instructs calculator to add (Note: If you push the bottom repeatedly, it will keep adding the last number entered.)
4) [-] key - instructs calculator to subtract; repeated depression continues to subtract the last number entered from the result.
    a) Assigns a negative sign to the following number when used after a [x] or [÷] key
5) [x] key - instructs calculator to multiply the previous number or result by the following number
6) [÷] key - instructs calcuator to divide the previous number or result by the following number
7) [=] key - instructs calculator to complete the previously entered operations to provide the desired calculation result.
8) [C] key - clears [erases] information in calculator and display and sets calculator to zero for start of new problem
9) [CE] key - clears the calculator and display of the last keyboard entry unless a function key ([+], [-], [x], [÷], [%]) has been pressed
10) [%] key - used to find percentages of numbers

a) When used with the [x] or [+] keys, the [%] key computes add-on percentages, such as taxes and totals

b) With the [-] key, the [%] key computes discounts and totals.

c) When the [%] key is used in division, results are expressed as percentage. For example, the key sequence 125 [÷] 500 [%] gives 25% as the answer. The display will indicate 25.00 as the answer.

11) [M+] key - adds displayed number to memory

12) [M-] key - subtracts displayed number from memory

13) [MR] key - recalls number in memory to display

14) [MC] key - clears only the memory

a) Memory functions - add to, subtract from, or clear the memory without affecting the displayed number or calculation in progress

15) Display

a) Power ON indication - the presence of digits in the display is indication that power is ON.

b) Minus sign - Appears at the left of the displayed number to indicate negative numbers

c) Decimal points - automatically appears to the right of any number entered unless positioned in another sequence by use of [.] key. A zero will precede the decimal for decimal numbers.

d) Calculation overflow indication - when a calculated result is more than eight digits, the sign E will appear on the display and the calculator will not accept any key instructions except the [C] or [CE] key

e) Decimal alignment - in addition or subtraction problems, the calculator will display a result with as many decimal places as are contained in the entry with the most decimal places

f) Automatic constant - addition, subtraction, multiplication or division with a constant number is automatic

(1) The first number entered in multiplication will be constant. The second number entered in the other three functions will be constant.

g) Change sign - the [CS] key changes the sign of the sign of the displayed number

h) Decimal point location - automatically appears to the right of any number entered unless the [.] key is used

(1) The calculator automatically positions the decimal to display the most significant digits of the result.

4. Ask the students what the proper techniques are in using the adding machine and the electronic calculator.

What are the proper techniques in using each each machine?

1) Beginning procedures

a) Read and understand each job before you begin.

b) Sit erect and relax with the machine slightly to the right. (If left handed, move machine to the left.)

c) Place both feel flat on the floor.
d) Clear the machine of previous calculations by depressing the total key. The symbol T, *, or 0 will appear when the machine is clear.

2) Proper use of fingers (Use TM-10 to illustrate hand position.)
   a) Position the first, second, and third fingers on the middle bank of keys (the 4, 5, and 6 respectively)
   b) Move your fingers up to the top bank of keys for the 7, 8, and 9.
   c) Bring your fingers back to the middle bank.
   d) Reach down to the lower bank of keys for the 1, 2, and 3.
   e) Practice reaching with your index finger up to 7 and down to 1 from the home key of 4. (Note: Your fingers should be curved slightly and you should guide your first finger to the center of the keys for 7, 4, and 1.)
   f) Practice reaching up to 8 from the home key, 5, and down to 2 with your second finger (the middle finger).
   g) Practice using the third finger (the ring finger) to reach from the home key, 6, up to 9 and down to 3.
   h) Practice until you can reach for the keys 1 through 9 without looking at your fingers.
   i) Practice depressing the zero bar or keys, using the thumb.
   j) Strike the keys firmly in the center and release them quickly. (Note: You can strike only one key at a time, therefore, be sure to release quickly so that the next key can be depressed. If you happen to depress the wrong key and discover your error before punching the plus (+) bar or other function keys, use the error key on the adding machine or the [CE] key on the calculator to eliminate that number from the calcuation.)

5. Ask the students to describe the procedures for performing mathematical calculations with the adding machine first and the electronic calculator second.

What are the procedures for performing mathematical operations?

1) Mathematical operations with the adding machine.
   a) Adding
      (1) Clear the machine. The clear symbol should be printed on the tape.
      (2) Keep your eyes on the problem instead of the keyboard.
      (3) Enter the first number by pressing the appropriate key(s).
      (4) Press the plus (+) bar.
      (5) Enter the next number by pressing the appropriate key(s).

(6) Press the total key if only adding two numbers or press the (+) bar and enter the next number and soon.

(7) Sample problems

123.00	32.11	6,789.00
+ 406.00	66.22	3,762.13
529.00	+ 95.33	37.44
	193.66	+ 563.07
		11,151.64

b) Subtracting

(1) Clear the machine.
(2) Keep your eyes on the problem, not on the keyboard.
(3) Enter the number to be subtracted from.
(4) Press the (+) bar.
(5) Enter the number to be subtracted.
(6) Press the subtraction or minus key (-). [Note: On some machines you may have to press the plus (+) bar after pressing the (-) key.]
(7) Press the total key.

36.86	6,893.98	86,357.73
- 17.32	- 468.66	- 9,432.51
19.54	6,425.32	76,925.22

c) Use of non-add key

(1) Clear machine.
(2) Enter the number to be used for identification purposes.
(3) Press the non-add key to print the number on the tape.
(4) Perform the problem using the right procedures.
(5) The total will not contain the identification number.
(6) Sample problems.

1. Non-add	2. Non-add	3. Non-add
26.00	103.97	7.78
33.23	87.22	5.37
+ 47.44	+ 615.66	+ 16.15
106.67	806.85	29.30

d) Use of repeat key

(1) Clear machine.
(2) Enter in first number to be repeated.
(3) Press in the repeat key and push up to lock.
(4) Press the plus (+) key for number of times the number is to be repeated.
(5) Release the repeat key by pushing downward.
(6) Press the clear or correction key to erase the keyboard.
(7) Press the total bar for the total.

(8) Sample problems:

34.87	26.53	721.98
34.87	26.53	5.64
34.87	26.53	5.64
34.87	9.64	5.64
34.87	9.64	29.83
+ 34.87	+ 158.91	+ 148.65
209.22	257.78	917.38

e) Use of subtotal key

(1) Clear machine
(2) Enter in and print the numbers required for the problem.
(3) Press the subtotal key for a subtotal.
(4) Enter in and print the remaining numbers.
(5) Press the total bar, when machine is done printing it is cleared.
(6) Sample problems:

4.09	14.14	21.03
16.35	6.09	163.15
11.66	5.31	14.59
2.01	116.27	6.05
34.11 S	8.54	204.82 S
14.27	11.94	.56
5.30	162.29 S	40.53
27.74	15.48	106.33
174.63	8.61	352.24 T
4.15	186.38 T	
260.20 T		

2) Mathematical operations for the electronic calculator

a) Adding

(1) Clear machine; look for the clear symbol on the tape or display.
(2) Enter in your first number by pressing the appropriate numbered keys.
(3) Print the amount by pressing the plus or add key.
(4) Enter in the second amount.
(5) Press the plus or add key.
(6) Enter the remaining numbers in the problems using the same procedures.
(7) Press the total key for a total.
(8) Sample problems:

456.00	132.18	1,056.82
+ 221.00	+ 72.96	+ 7,820.50
677.00	205.14	8,877.32

b) Subtraction

(1) Clear the machine.
(2) Enter in amount or number to be subtracted from.
(3) Print the first number by pressing the plus key.
(4) Enter in the Amount to be subtracted.
(5) Print that amount by pressing the minus [-] key.
(6) Press the total key for a total.
(7) Sample problems:

356.00	257.88	6,386.24
- 85.00	- 199.62	- 2,597.89
271.00	58.26	3,788.35

c) Correcting errors with subtraction and addition.
  (1) Before numbers are printed corrections can be made with correction key.
  (2) After numbers are printed on the tape:
    (a) If the wrong amount was added, enter in that same amount and subtract.
    (b) If the wrong amunt was subtracted, re-enter the same amount and add.
    (c) Example:

459.60	256.30
+ 589.20	- 182.15
1,048.80	74.15
- 459.60	+ 182.15
589.20	256.30

d) Multiplication
  (1) Clear the machine.
  (2) Enter number to be multiplied (multiplicand).
  (3) Press the [X] key.
  (4) Enter the multiplier.
  (5) Press the [=] key.
  (6) Record the answer.
  (7) Sample problems:

182.30	256.89	10.29
x 5	x 11	x 50
911.50	2,825.72	514.50

e) Division
  (1) Clear the machine.
  (2) Enter the number to be divided (dividend).
  (3) Press the [÷] key.
  (4) Enter the number to divide by (divisor).
  (5) Press the [=] key to obtain the answer.
  (6) Record the answer.
  (7) Sample problems

18.93	64.06	64.20
30¶ 568	4¶ 256.23	40¶ 2568

f) Using the non-add key (same steps as the adding machine)

g) Using the subtotal key (same steps as the adding machine)

h) Using the electronic calculator to find percentages
  (1) For example to find 6% of $1,250
    (a) Enter the amount 1250.
    (b) Press the [X] key.
    (c) Enter the number .06 (6% in decimal form)
    (d) Press the [=] key for the answer of 75.
    (e) Record your answer.
  (2) Using the [%] key
    (a) Adding 5% sales tax to a $65 purchase
      1. Enter the amount of 65.
      2. Press the [X] key.
      3. Enter the amount of the sales tax, 5.
      4. Press the [%] key.
      5. A subtotal of 3.25 will display.
      6. Press the [+] key for a total of 68.25.

(b) Taking a 10% discount on $125 plus a 4% sales tax.

1. Enter the amount 125.
2. Press the [X] key.
3. Enter the discount of 10.
4. Press the [%] key.
5. A subtotal of 12.50 will display.
6. Press the [-] key for the total of 112.50.
7. Press the [X] key to re-enter 112.50.
8. Enter the amount of the sales tax 4.
9. Press the [%] key.
10. A subtotal will display. Press the [+] key for the total of $117.

i) Using constants with the electronic calculator

(1) Multiplication with a constant

(a) Multiply 5, 6, and 7 by the constant 4.

1. Set the selector to constant, usually a "K".
2. Enter the number 4. The machine remembers the first number entered in mulitplication.
3. Press the [X] key.
4. Enter the number 5.
5. Press the [=] key for the answer of 20.
6. Enter the number 6.
7. Press the [=] key for the answer of 24.
8. Enter the number 7.
9. Press the [=] key for the anser of 28.

(2) Division with a constant

(a) Dividing 12, 20, and 44 by the constant 2.

1. Set the selector to constant.
2. Enter the number 12.
3. Press the [÷] key
4. Enter the number 2. The machine remembers the second number entered in division.
5. Press the [=] key for the answer of 6.
6. Enter the number 20.
7. Press the [=] key for the answer of 10.
8. Enter the number 44.
9. Press the [=] key for the answer of 22.

(3) Addition with a constant (not available on most machines)

(a) Adding the constant 5 to 3, 9, and 91.

1. Enter the number 3.
2. Press the [+] key.
3. Enter the number 5.
4. Press the [=] key for the answer of 8.
5. Enter the number 9.
6. Pres the [=] key for the answer of 14.
7. Enter the number 91.
8. Press the [=] key for the answer of 96.

(4) Subtracting with a constant (not available on most machines)

(a) Subtracting the constant 6 from 8, 25, and 3.
  1. Enter the number 8.
  2. Press the [-] key.
  3. Enter the number 6.
  4. Press the [=] key for the answer of 2.
  5. Enter the number 25.
  6. Press the [=] key for the answer of 19.
  7. Enter the number 3.
  8. Press the [=] key for the answer of -3. (Note: In bookkeeping you may want to mark all negative numbers with a "CR" to stand for a credit balance.)

F. Other Activities

G. Competency

Demonstrate the use of an adding machine and an electronic calculator.

H. Answers to Evaluation

The Performance Checklists should be used as the evaluation instrument for this lesson. Answers to the optional written evaluation are as follows.

1. 1. Index
   2. Touch, touch
   3. Constant
   4. Listing
   5. Prorate

2. 1. e
   2. c
   3. f
   4. a
   5. d
   6. b

4. Put the first (index finger), second, and third fingers on the middle bank of keys (4, 5, and 6 respectively)

5. The following are the suggested answers:
   1. Clear machine.
   2. Keep your eyes on the problem instead of the keyboard.
   3. Enter the first number.
   4. Press the [+] bar.
   5. Enter the next number.
   6. Press the total key if done entering numbers or press the [+] bar and enter the next number.

6. The following are suggested answers:
   1. Clear machine.
   2. Enter the dividend.
   3. Press the [÷] key to obtain the answer.
   4. Enter the divisor.
   5. Press the [=] key to obtain the answer.
   6. Record the answer.

I. Answers to Assignment Sheets.

Answers to Assignment Sheet #1

1. Addition Problems

1. 2,875	2. 2,685	3. 2,766	4. 2,784	5. 2,676
6. 2,928	7. 3,500	8. 4,238	9. 3,279	10. 3.155
11. 1,881	12. 2,122	13. 1,738	14. 3,852	15. 2,688
16. 258	17. 389	18. 318	19. 2,520	20. 1,765
21. 2,227	22. 1,985	23. 1,842	24. 3,028	25. 2,565
26. 3,334	27. 2,787	28. 3.231	29. 3,198	30. 3,979
31. 2,108	32. 2,234	33. 2,087	34. 2,645	35. 3,777

2. Subtraction and Credit Balance Problems

Subtraction

1. 44.50	2. 34	3. 1,381	4. 177	5. 270
6. 245	7. 1,055	8. 2,061	9. 857	10. 369

Credit Balance

1. 226 CR	2. 594 CR	3. 317 CR	4. 253 CR	5. 950 CR
6. 427 CR	7. 607 CR	8. 772 CR	9. 74 CR	10. 488 CR
11. 167 CR	12. 613 CR	13. 982 CR	14. 372 CR	15. 1034 CR
16. 1592 CR	17. 1069 CR	18. 1489 CR	19. 505 CR	20. 392 CR

3. Subtotal Problems

1. 2,117S 3,215T	2. 1,426S 3,206T	3. 1,656S 3,477T	4. 2,012S 4,268T	5. 1,667S 4,192T
6. 1,180S 3,175T	7. 2,980S 4,134T	8. 2,674S 4,290T	9. 1,981S 4,492T	10. 1,835S 4,410T

4. Non-add Problems

1. 3,251	2. 1,721	3. 3,890	4. 2,649	5. 2,993
6. 1,440	7. 2,259	8. 2,731	9. 2,843	10. 3,140

5. Repeat Key Problems

1. 4,095　2. 3,457　3. 4,669　4. 5,689　5. 4,215
6. 7,668　7. 1,533　8. 1,439　9. 4,093　10. 3,854

Answers to Assignment Sheet 2

1. Addition Answers

Home Row:	Top Row:	Bottom Row:
1. 2776	1. 3864	1. 1263
2. 2856	2. 3312	2. 2071
3. 2974	3. 4102	3. 1597
4. 2865	4. 3673	4. 3349
5. 2685	5. 3611	5. 2321

2. Subtotal Answers

1. 2306 S　4961 T
2. 1696 S　4538 T
3. 1378 S　3412 S　3933 T
4. 1949 S　4124 T
5. 1321 S　2136 S　4093 T

3. Non-add Answers

1. 2920 T
2. 2773 T
3. 2913 T
4. 1993 T
5. 3126 T

4. Subtraction and Credit Balance Problems

Subtraction

1. 21.46
2. 51
3. 2156
4. 377
5. 284
6. 877
7. 596
8. 2324

Credit Balance

1. 234 CR
2. 404 CR
3. 228 CR

4. 333 CR
5. 1106 CR
6. 823 CR
7. 471 CR
8. 580 CR

5. Multiplication Answers

1. 4288
2. 5768
3. 261,807
4. 36,335
5. 97,080
6. 158
7. 110.4598
8. 78.2688
9. 1.0556
10. 116.676
11. 268.8
12. 70.68
13. 8.48
14. 2587.90
15. 1,009,923

6. Division Answers

1. 12
2. 125
3. 12
4. 69
5. 224
6. 48
7. 10.57
8. 144.21
9. 2000
10. 12.54

7. Percentage Problems Answers

Amount of Discount	Net Amount
17.27	846.45
83.74	677.55
84.28	852.14
1090.75	537.24
.81	26.35
45.72	868.72
7.12	40.35
189.99	189.99
55.54	407.32

A. 1. 29.53
   2. 311.73
   3. 134.26
   4. 108.65
   5. 538.68

B. 1. 52.27
   2. 133.97
   3. 185.99
   4. 288.21
   5. 26.50

C. 1. 312.34
   2. 54.36
   3. 97.33
   4. 721.99
   5. 2,650.62
   6. 240.02
   7. 29.91
   8. 935.59
   9. 970.48
   10. 219.06

8. Answers to Constant Problems

Payroll	126.00	
	115.50	
	94.50	
	140.00	
	136.50	
	612.50	Total
Sales Slip		
Ear tags	7.56	
	3.78	
	158.76	
	519.12	
	175.14	
	864.36	Total
Air filters	1,620.36	
	5,941.32	
	15,007.62	
	13,001.46	
	52,005.84	
	87,576.60	Total
	88,843.46	Grand Total

Checklist for Operating an Adding Machine

Student's Name: ______________________________ Date: __________

Product to be evaluated: ______________________________

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least _____ out of _____ points.

ACTIVITY	POINTS POSSIBLE	POINTS RECEIVED
1. Used the touch system.		
2. Demonstrated ability to add.		
3. Demonstrated ability to subtract.		
4. Used the non-add key.		
5. Used the repeat key.		
6. Used the subtotal key.		
7. Totals mathematically correct.		
TOTAL		

Minimum Mastery Level __________

Mastery will be ______________

Checklist for Operating an Electronic Calculator

Student's Name: ______________________ Date: __________

Product to be evaluated: ______________________

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring at least _____ out of _____ points.

ACTIVITY	POINTS POSSIBLE	POINTS RECEIVED
1. Used the touch system.		
2. Demonstrated ability to add.		
3. Demonstrated ability to subtract.		
4. Corrected errors with subtraction.		
5. Corrected errors with addition.		
6. Demonstrated the ability to multiply.		
7. Demonstrated the ability to divide.		
8. Used the non-add key.		
9. Used the subtotal key.		
10. Demonstrated the ability to calculate percentages.		
11. Totals mathematically correct.		
TOTAL		

Minimum Mastery Level __________

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 10: Using the Adding Machine and Electronic Calculator in Agribusiness

EVALUATION

1. Fill in the blanks in the following sentences with the appropriate word(s) to make them true sentences.

   1. To ____________ a number means to enter a number by a keyboard.

   2. The ____________ system is using the keys by ____________ instead of sight.

   3. A number that has a fixed value in a series of calculations is a ____________.

   4. Calculations being printed on tape is called ____________.

   5. To ____________ is to distribute or divide.

2. Match the names of the following parts of the adding machine and electronic calculator with their identifying description by placing the appropriate letter in the blank provided.

____ 1. Non-add key
____ 2. [%] key
____ 3. [=] key
____ 4. Plus bar
____ 5. Subtotal key
____ 6. [.] key

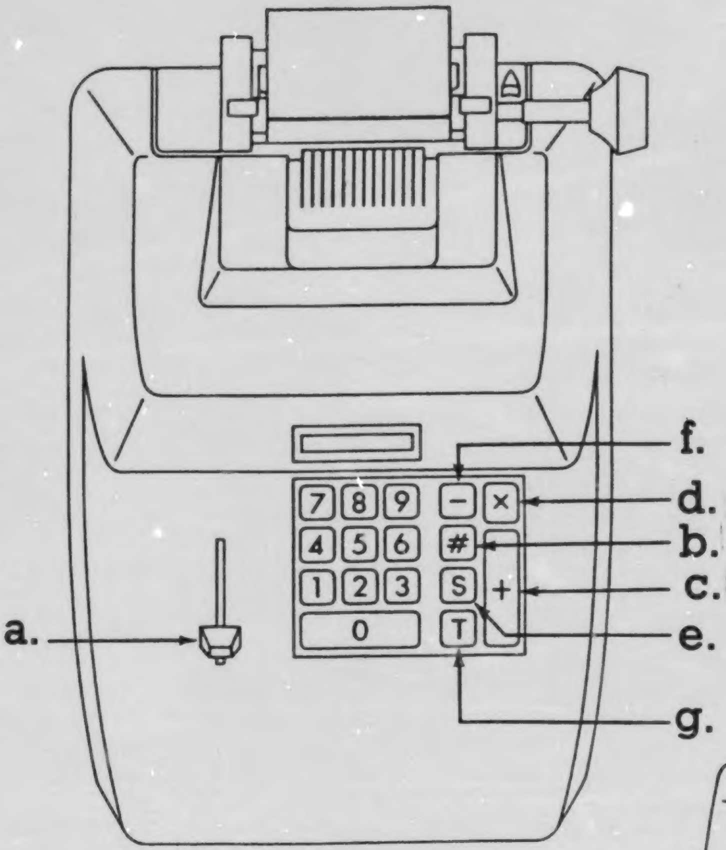
a. Identified by a [+] symbol, it is used to enter numbers to be added.
b. Enters a decimal point
c. Used to find percentages of numbers.
d. Identified by a "S" used to print a partial total.
e. Identified by a "N" or # symbol used on the tape for identification only.
f. Instructs the calculator to complete the previously entered operations to provide the desired total.

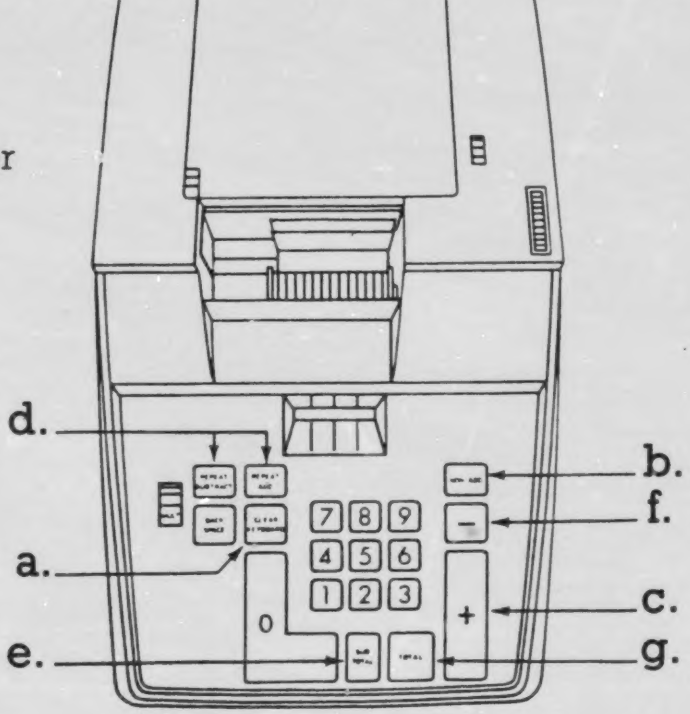
4. Describe what fingers are where when they are in the home position.

5. Describe the correct steps of operation involved in adding with an adding machine.

6. Describe the correct operations or steps involved in dividing with an electronic calculator.

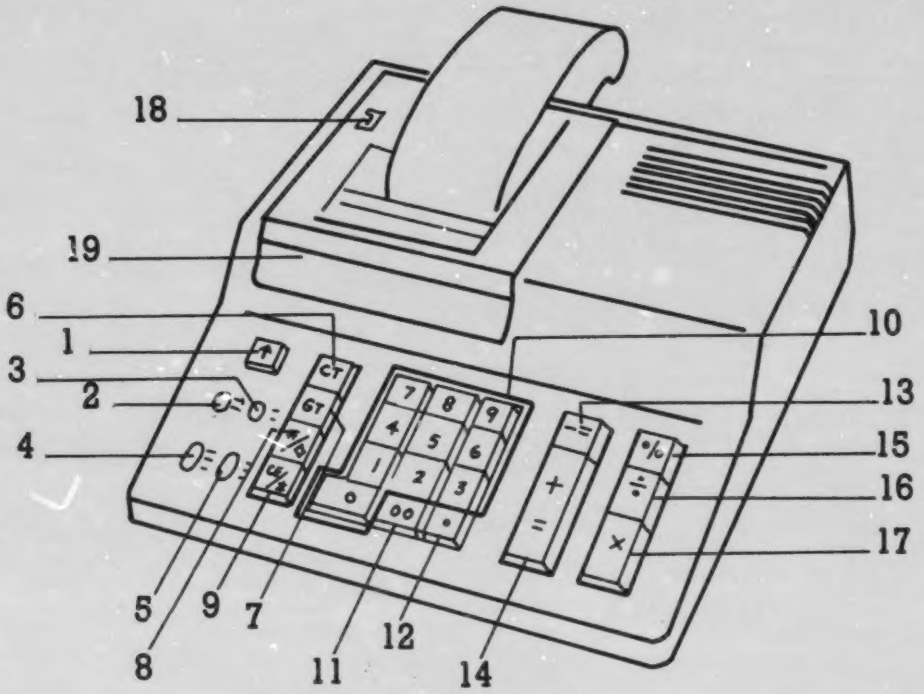
Adding Machine Part Identification


f.
d.
b.
c.
a.
e.
g.
7 8 9
4 5 6
1 2 3
0
−
×
#
S
+
T


d.
b.
f.
a.
c.
e.
g.
7 8 9
4 5 6
1 2 3
0
+
−

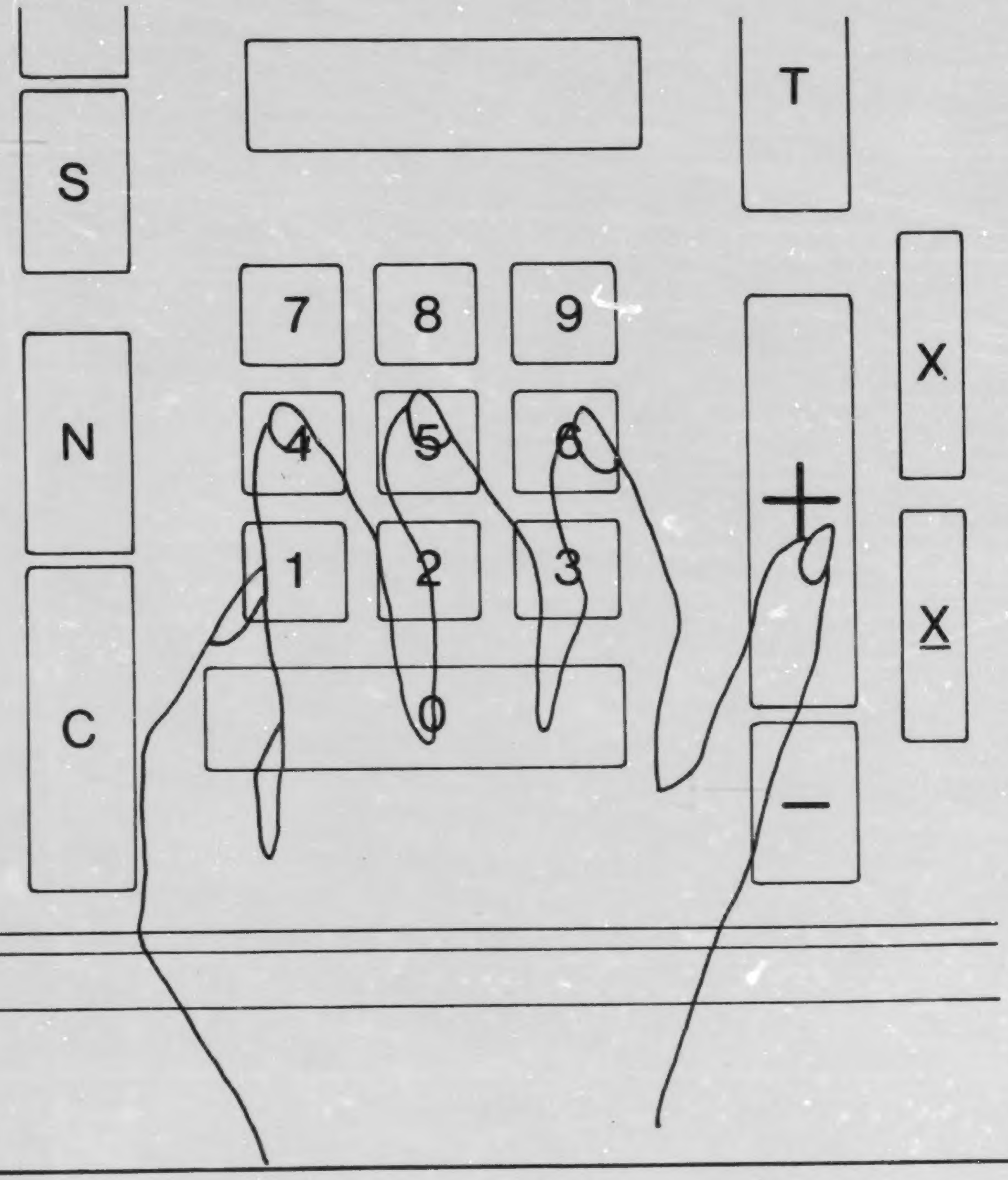
a. Correction (clear) Key or Lever
b. Non-add Key
c. Plus (motor) Bar
d. Repeat Key or Lever
e. Subtotal Key
f. Subtraction (minus) Key, Bar, or Lever
g. Total Key

Electronic Calculator Part Identification


18
19
6
1
3
2
4
10
13
15
16
17
5
9
7
8
11
12
14
CT
GT
7
8
9
4
5
6
1
2
3
0
00
•
+
=
%
÷
×

1. Paper feed key
2. Print mode selector
3. Grand total selector
4. Constant/Add mode selector
5. Decimal selector
6. Count key
7. Grand total key
8. Non-add/Sub-total key
9. Clear entry/clear and total key
10. Numeral keys
11. Double zero key
12. Decimal point key
13. Minus equals key
14. Plus equals key
15. Percent key
16. Division key
17. Multiplication key
18. Paper release lever
19. Display

HOME KEY POSITION


T
S
7
8
9
X
N
4
5
6
+
1
2
3
X̲
C
0
−

HOW TO OPERATE ADDING MACHINES AND ELECTRONIC CALCULATORS

Terms and Definitions

1) Terms and definitions for an adding machine
    a) 10 key adding machine; each of the 1-9 digits plus 0 has an entry key and other operational keys
    b) Listing; A paper tape has each calculation printed on it.
    c) Index a number; entering a number on the keyboard.
    d) Home position; the starting position from which your fingers strike all other keys. The index finger is on the 4 key, middle finger on the 5 key, and the ring finger on the 6 key.
    e) Touch system; using the keys by touch instead of sight.
2) Terms and definitions for an electronic caculator
    a) Prorate; to distribute or divide
    b) Constant; a number with a fixed value used continuously in a series of calculations (either multiplication or division)
    c) Percent; part of a whole (fraction)

General Procedures

1) Beginning procedures
    a) Read and understand each job before you begin.
    b) Sit erect and relax with the machine slightly to the right. (If left handed, move machine to the left.)
    c) Place both feel flat on the floor.
    d) Clear the machine of previous calculations by depressing the total key. The symbol T, *, or 0 will appear when the machine is clear.
2) Proper use of fingers
    a) Position the first, second, and third fingers on the middle bank of keys (the 4, 5, and 6 respectively)
    b) Move your fingers up to the top bank of keys for the 7, 8, and 9.
    c) Bring your fingers back to the middle bank.
    d) Reach down to the lower bank of keys for the 1, 2, and 3.
    e) Practice reaching with your index finger up to 7 and down to 1 from the home key of 4. (Note: Your fingers should be curved slightly and you should guide your first finger to the center of the keys for 7, 4, and 1.)
    f) Practice reaching up to 8 from the home key, 5, and down to 2 with your second finger (the middle finger).
    g) Practice using the third finger (the ring finger) to reach from the home key, 6, up to 9 and down to 3.
    h) Practice until you can reach for the keys 1 through 9 without looking at your fingers.
    i) Practice depressing the zero bar or keys, using the thumb.
    j) Strike the keys firmly in the center and release them quickly. (Note: You can strike only one key at a time, therefore, be sure to release quickly so that the next key can be depressed. If you

happen to depress the wrong key and discover your error before punching the plus (+) bar or other function keys, use the error key on the adding machine or the [CE] key on the calculator to eliminate that number from the calcuation.)

Adding Machine

A. Function Keys

1) Clear key - (correction) identified by a "C", clears an incorrect entry on the keyboard
2) Non-add key - identified by "N" or # symbol, used to identify an amount on the tape but the amount doesn't become a part of the calculation
3) Plus (motor) bar - identified by plus (+) symbol, it is used to index numbers to be added
4) Repeat key - identified by an "X" symbol, used to set up machine to perform mulitiplication calculations
5) Subtotal key - identified by "S", used to print a partial total; will print the accumulated amount while not clearing the total from the machine
6) Subtract key - identified by a minus (-) symbol, used to index numbers to be subtracted
7) Total key - identified by a "T", prints the accumulated total and also clears the total calculation from the accumulator.

B. Operating Procedures

1) Mathematical operations with the adding machine.
    a) Adding
        (1) Clear the machine. The clear symbol should be printed on the tape.
        (2) Keep your eyes on the problem instead of the keyboard.
        (3) Enter the first number by pressing the appropriate key(s).
        (4) Press the plus (+) bar.
        (5) Enter the next number by pressing the appropriate key(s).
        (6) Press the total key if only adding two numbers or press the (+) bar and enter the next number and soon.
        (7) Sample problems:

$$\begin{array}{r} 123.00 \\ +\ 406.00 \\ \hline 529.00 \end{array} \qquad \begin{array}{r} 32.11 \\ 66.22 \\ +\ 95.33 \\ \hline 193.66 \end{array} \qquad \begin{array}{r} 6,789.00 \\ 3,762.13 \\ 37.44 \\ +\quad 563.07 \\ \hline 11,151.64 \end{array}$$

    b) Subtracting
        (1) Clear the machine.
        (2) Keep your eyes on the problem, not on the keyboard.
        (3) Enter the number to be subtracted from.

(4) Press the (+) bar.
(5) Enter the number to be subtracted.
(6) Press the subtraction or minus key (-).
[Note: On some machines you may have to press the plus (+) bar after pressing the (-) key.]
(7) Press the total key.

36.86	6,893.98	86,357.73
- 17.32	- 468.66	- 9,432.51
19.54	6,425.32	76,925.22

c) Use of non-add key
(1) Clear machine.
(2) Enter the number to be used for identification purposes.
(3) Press the non-add key to print the number on the tape.
(4) Perform the problem using the right procedures.
(5) The total will not contain the identification number.
(6) Sample problems.

1. Non-add	2. Non-add	3. Non-add
26.00	103.97	7.78
33.23	87.22	5.37
+ 47.44	+ 615.66	+ 16.15
106.67	806.85	29.30

d) Use of repeat key
(1) Clear machine.
(2) Enter in first number to be repeated.
(3) Press in the repeat key and push up to lock.
(4) Press the plus (+) key for number of times the number is to be repeated.
(5) Release the repeat key by pushing downward.
(6) Press the clear or correction key to erase the keyboard.
(7) Press the total bar for the total.
(8) Sample problems:

34.87	26.53	721.98
34.87	26.53	5.64
34.87	26.53	5.64
34.87	9.64	5.64
34.87	9.64	29.30
+ 34.87	+ 158.91	+ 148.65
209.22	257.78	917.38

e) Use of subtotal key
(1) Clear machine
(2) Enter in and print the numbers required for the problem.
(3) Press the subtotal key for a subtotal.
(4) Enter in and print the remaining numbers.
(5) Press the total bar, when machine is done printing it is cleared.
(6) Sample problems:

4.09	14.14	21.03
16.35	6.09	163.15
11.66	5.31	14.59
2.01	116.27	6.05
34.11 S	8.54	204.82 S
14.27	11.94	.56
5.30	162.29 S	40.53
27.74	15.48	106.33
174.63	8.61	352.24 T
4.15	186.38 T	
260.20 T		

Electronic Calculator

A. Function Keys

1) On/Off switch -
2) [.] key - enters a decimal point; only the first decimal entry is observed or recorded
3) [+] key - instructs calculator to add (Note: If you push the bottom repeatedly, it will keep adding the last number entered.)
4) [-] key - instructs calculator to subtract; repeated depression continues to subtract the last number entered from the result.
    a) Assigns a negative sign to the following number when used after a [x] or [÷] key
5) [x] key - instructs calculator to multiply the previous number or result by the following number
6) [÷] key - instructs calcuator to divide the previous number or result by the following number
7) [=] key - instructs calculator to complete the previously entered operations to provide the desired calculation result.
8) [C] key - clears [erases] information in calculator and display and sets calculator to zero for start of new problem
9) [CE] key - clears the calculator and display of the last keyboard entry unless a function key ([+], [-], [x], [÷], [%]) has been pressed
10) [%] key - used to find percentages of numbers
    a) When used with the [x] or [+] keys, the [%] key computes add-on percentages, such as taxes and totals
    b) With the [-] key, the [%] key computes discounts and totals.
    c) When the [%] key is used in division, results are expressed as percentage. For example, the key sequence 125 [÷] 500 [%] gives 25% as the answer. The display will indicate 25.00 as the answer.
11) [M+] key - adds displayed number to memory
12) [M-] key - subtracts displayed number from memory
13) [MR] key - recalls number in memory to display
14) [MC] key - clears only the memory
    a) Memory functions - add to, subtract from, or clear the memory without affecting the displayed number or calculation in progress

B. Display

1) Power ON indication - the presence of digits in the display is indication that power is ON.
2) Minus sign - Appears at the left of the displayed number to indicate negative numbers
3) Decimal points - automatically appears to the right of any number entered unless positioned in another sequence by use of [.] key. A zero will precede the decimal for decimal numbers.
4) Calculation overflow indication - when a calculated result is more than eight digits, the sign E will appear on the display and the calculator will not accept any key instructions except the [C] or [CE] key
5) Decimal alignment - in addition or subtraction problems, the calculator will display a result with as many decimal places as are contained in the entry with the most decimal places
6) Automatic constant - addition, subtraction, multiplication or division with a constant number is automatic
(1) The first number entered in multiplication will be constant. The second number entered in the other three functions will be constant.
7) Change sign - the [CS] key changes the sign of the sign of the displayed number
8) Decimal point location - automatically appears to the right of any number entered unless the [.] key is used
(1) The calculator automatically positions the decimal to display the most significant digits of the result.

C. Operating Procedures

1) Mathematical operations for the electronic calculator
a) Adding
(1) Clear machine; look for the clear symbol on the tape or display.
(2) Enter in your first number by pressing the appropriate numbered keys.
(3) Print the amount by pressing the plus or add key.
(4) Enter in the second amount.
(5) Press the plus or add key.
(6) Enter the remaining numbers in the problems using the same procedures.
(7) Press the total key for a total.
(8) Sample problems:

456.00	132.18	1,056.82
+ 221.00	+ 72.96	+ 7,820.50
677.00	205.14	8,877.32

b) Subtraction
(1) Clear the machine.
(2) Enter in amount or number to be subtracted from.
(3) Print the first number by pressing the plus key.
(4) Enter in the Amount to be subtracted.
(5) Print that amount by pressing the minus [-] key.

(6) Press the total key for a total.
(7) Sample problems:

356.00	257.88	6,386.24
- 85.00	- 199.62	- 2,597.89
271.00	58.26	3,788.35

c) Correcting errors with subtraction and addition.
(1) Before numbers are printed corrections can be made with correction key.
(2) After numbers are printed on the tape:
(a) If the wrong amount was added, enter in that same amount and subtract.
(b) If the wrong amunt was subtracted, re-enter the same amount and add.
(c) Example:

459.60	256.30
+ 589.20	- 182.15
1,048.80	74.15
- 459.60	+ 182.15
589.20	256.30

d) Multiplication
(1) Clear the machine.
(2) Enter number to be multiplied (multiplicand).
(3) Press the [X] key.
(4) Enter the multiplier.
(5) Press the [=] key.
(6) Record the answer.
(7) Sample problems:

182.30	256.89	10.29
x 5	x 11	x 50
911.50	2,825.72	514.50

e) Division
(1) Clear the machine.
(2) Enter the number to be divided (dividend).
(3) Press the [÷] key.
(4) Enter the number to divide by (divisor).
(5) Press the [=] key to obtain the answer.
(6) Record the answer.
(7) Sample problems

18.93	64.06	64.20
30¶ 568	4¶ 256.23	40¶ 2568

f) Using the non-add key (same steps as the adding machine)
g) Using the subtotal key (same steps as the adding machine)
h) Using the electronic calculator to find percentages
(1) For example to find 6% of $1,250
(a) Enter the amount 1250.
(b) Press the [X] key.
(c) Enter the number .06 (6% in decimal form)
(d) Press the [=] key for the answer of 75.
(e) Record your answer.
(2) Using the [%] key
(a) Adding 5% sales tax to a $65 purchase

        1. Enter the amount of 65.
        2. Press the [X] key.
        3. Enter the amount of the sales tax, 5.
        4. Press the [%] key.
        5. A subtotal of 3.25 will display.
        6. Press the [+] key for a total of 68.25.
    (b) Taking a 10% discount on $125 plus a 4% sales tax.
        1. Enter the amount 125.
        2. Press the [X] key.
        3. Enter the discount of 10.
        4. Press the [%] key.
        5. A subtotal of 12.50 will display.
        6. Press the [-] key for the total of 112.50.
        7. Press the [X] key to re-enter 112.50.
        8. Enter the amount of the sales tax 4.
        9. Press the [%] key.
        10. A subtotal will display. Press the [+] key for the total of $117.

i) Using constants with the electronic calculator
  (1) Multiplication with a constant
    (a) Multiply 5, 6, and 7 by the constant 4.
        1. Set the selector to constant, usually a "K".
        2. Enter the number 4. The machine remembers the first number entered in mulitplication.
        3. Press the [X] key.
        4. Enter the number 5.
        5. Press the [=] key for the answer of 20.
        6. Enter the number 6.
        7. Press the [=] key for the answer of 24.
        8. Enter the number 7.
        9. Press the [=] key for the anser of 28.
  (2) Division with a constant
    (a) Dividing 12, 20, and 44 by the constant 2.
        1. Set the selector to constant.
        2. Enter the number 12.
        3. Press the [÷] key
        4. Enter the number 2. The machine remembers the second number entered in division.
        5. Press the [=] key for the answer of 6.
        6. Enter the number 20.
        7. Press the [=] key for the answer of 10.
        8. Enter the number 44.
        9. Press the [=] key for the answer of 22.
  (3) Addition with a constant (not available on most machines)
    (a) Adding the constant 5 to 3, 9, and 91.
        1. Enter the number 3.
        2. Press the [+] key.
        3. Enter the number 5.
        4. Press the [=] key for the answer of 8.
        5. Enter the number 9.
        6. Press the [=] key for the answer of 14.

7. Enter the number 91.
8. Press the [=] key for the answer of 96.

(4) Subtracting with a constant (not available on most machines)

(a) Subtracting the constant 6 from 8, 25, and 3.

1. Enter the number 8.
2. Press the [-] key.
3. Enter the number 6.
4. Press the [=] key for the answer of 2.
5. Enter the number 25.
6. Press the [=] key for the answer of 19.
7. Enter the number 3.
8. Press the [=] key for the answer of -3.
   (Note: In bookkeeping you may want to mark all negative numbers with a "CR" to stand for a credit balance.)

Problems to Work With on an Adding Machine

Use the proper procedures to calculate the following sets of problems. Remember to keep your eyes on the problems and not on the keyboard.

1. Addition Problems

Home Row - 4, 5, 6

(1) 546
465
654
565
+ 645

(2) 546
654
465
456
+ 564

(3) 465
456
645
546
+ 654

(4) 564
645
456
465
+ 654

(5) 465
645
564
456
+ 546

Top Row - 7, 8, 9

(6) 747
585
696
475
+ 698

(7) 747
858
969
458
+ 468

(8) 696
969
858
747
+ 968

(9) 789
465
968
489
+ 568

(11) 679
869
479
659
+ 469

Bottom Row - 1, 2, 3, and 0

(11) 414
525
636
103
+ 203

(12) 426
231
321
532
+ 612

(13) 105
360
410
632
+ 231

(14) 741
852
963
592
+ 704

(15) 520
408
899
540
+ 321

All Rows

(16) 13
35
56
67
+ 87

(17) 76
67
78
79
+ 89

(18) 98
87
76
45
+ 12

(19) 987
765
345
322
+ 101

(20) 112
221
433
344
+ 655

(21) 990
340
240
404
+ 253

(22) 444
340
231
540
+ 430

(23) 206
254
310
565
+ 507

(24) 454
122
789
856
+ 807

(25) 698
303
875
234
+ 455

(26)	(27)	(28)	(29)	(30)
684	898	515	755	686
747	343	936	648	874
488	434	750	693	912
953	767	295	420	760
+ 462	+ 345	+ 735	+ 682	+ 747

(31)	(32)	(33)	(34)	(35)
339	208	690	856	787
556	513	371	345	765
155	796	145	165	888
168	532	288	990	561
+ 890	+ 185	+ 593	+ 289	+ 776

2. Subtraction and credit balance problems (Negative balance)

Subtraction:

(1)	(2)	(3)	(4)	(5)
54.76	65	12,226	365	745
-10.26	-31	-10,845	-188	-475

(6)	(7)	(8)	(9)	(10)
377	845	616	752	395
518	145	- 40	638	- 78
-695	-254	456	-682	34
-125	754	880	761	- 11
170	-435	-480	-612	29
		789		
		-160		

Credit Balance:

(1)	(2)	(3)	(4)	(5)
543	174	670	746	830
-769	-768	-987	-999	-1,780

(6)	(7)	(8)	(9)	(10)
362	180	171	941	410
32	-854	118	384	372
986	671	-538	-532	224
-642	146	284	24	-981
28	-362	-873	81	34
-843	176	334	-972	-621
36	-564	-268		74
-386				

(11)	(12)	(13)	(14)	(15)
882	497	658	489	-619
211	327	-931	525	550
-756	42	-582	-697	-901
360	-657	124	-740	47
-984	-811	14	31	-876
56	92	95	- 98	449
64	-103	-360	118	316

(16)	(17)	(18)	(19)	(20)
396	6734	3021	209	92
-258	-2473	3021	403	87
76	1365	-8362	-900	- 43
-844	- 589	91	568	11
-962	-6106	740	-785	-539

3. Subtotal Problems

Subtotals - (S) indicates subtotal

(1)	(2)	(3)	(4)	(5)
452	185	300	471	444
110	369	275	855	134
916	250	309	399	464
639	622	772	287	625
S	S	S	S	S
400	298	595	261	190
175	345	703	187	613
298	185	398	883	787
225	952	125	925	935
T	T	T	T	T

(6)	(7)	(8)	(9)	(10)
167	733	451	119	561
889	365	724	641	306
101	896	675	497	823
23	986	824	724	145
S	S	S	S	S
527	240	126	451	872
240	109	691	420	154
328	338	724	651	563
900	467	75	989	986
T	T	T	T	T

4. Non-Add problems

Non-Add - (N) indicates non-add

(1) 549
989
489
768N
346
846
8
24
T

(2) 381
30
866N
245
753
12N
47
265
T

(3) 685
965
896
421
312
777N
596
15
T

(4) 74
283
806
939N
544
67
461N
875
T

(5) 578
407
74
962N
678
225
87
944
T

(6) 267
178
119
235N
511
324
34
7
T

(7) 557
11
675N
824
420
2
889N
445
T

(8) 913
428
388
16
756N
931
47
8
T

(9) 653
124
544N
675
532
82
672
105
T

(10) 454
408
511
94N
710
987
198N
70
T

5. Repeat Problems

Repeat Key

(1) 984
984
984
56
56
56
325
325
+ 325
T

(2) 425
425
425
425
425
368
368
368
114
+ 114
T

(3) 288
288
288
369
369
541
541
541
722
+ 722
T

(4) 477
477
933
933
933
856
856
112
+ 112
T

(5) 360
360
360
360
756
756
421
421
+ 421
T

(6) 966
966
966
699
699
843
843
843
+ 843
T

(7) 245
245
245
245
11
11
177
177
+ 177
T

(8) 277
277
277
67
67
67
67
170
+ 170
T

(9) 870
870
187
187
187
448
448
448
+ 448
T

(10) 332
332
332
708
708
708
708
13
+ 13
T

Problems to Work With on an Electronic Calculator

1. Addition Problems

Home Row - 4, 5, 6

(1)	(2)	(3)	(4)	(5)
546	645	546	654	465
565	546	645	564	546
456	456	654	456	554
645	645	465	645	466
564	564	664	546	654

Top Row - 7, 8, 9

(6)	(7)	(8)	(9)	(10)
789	585	696	789	679
879	885	858	465	847
978	696	747	945	569
474	669	956	876	647
744	477	845	598	869

Bottom Row - 1, 2, 3 and 0

(11)	(12)	(13)	(14)	(15)
414	221	103	592	520
302	532	320	863	804
103	612	410	230	321
321	406	632	703	310
123	300	132	961	366

2. Subtotal Problems

Subtotals - (S) indicates subtotal

(1)	(2)	(3)	(4)	(5)
542	581	200	714	444
110	639	275	558	312
691	250	930	399	565
963	226	S	278	S
S	S	772	S	625
400	982	955	162	190
751	453	307	871	S
982	815	S	883	631
522	592	398	259	787
T	T	123	T	539
		T		T

3. Non-add problems

Non-Add - (N) indicates non-add:

(1)	(2)	(3)	(4)	(5)
954	77	865	90	875
989	318	693	283	704
456	60N	724N	504N	63
768N	245	421	67	216
346	763	312	431N	944N
8	974N	564	298	307
29	866	28	875	26
138	504	30	380	935
T	T	T	T	T

4. Subtaction and credit balance problems

Subtraction:

(1)	(2)	(3)	(4)	(5)
47.56	87	12,468	653	754
-26.10	-36	-10,312	-276	-470

(6)	(7)	(8)
773	485	798
815	415	-106
-695	-524	880
170	574	-460
-186	-354	546
		50
		616

Credit Balance:

(1)	(2)	(3)	(4)	(5)
463	364	726	321	830
-697	-768	-954	-654	-1,936

(6)	(7)	(8)
896	328	132
632	-548	108
84	176	-835
-698	461	284
82	-623	348
-896	167	-682
63	-465	65
-986	33	

5. Multiplication problems

(1)	(2)	(3)	(4)	(5)
134	721	637	845	809
x 32	x 8	x411	x 43	x120

(6) 63.2 x 2.5

(7) 43.66 x 2.53

(8) 16.306 x 4.8

(9) 3.64 x .29

(10) 18.52 x 6.3

(11) 44.8 x 6

(12) .76 x 93

(13) 106 x .08

(14) 321.08 x 8.06

(15) 1,483 x 681

6. Division problems

(1) 144 ÷ 12 =

(2) 625 ÷ 5 =

(3) 1,728 ÷ 144 =

(4) 1,725 ÷ 25 =

(5) 3,136 ÷ 14 =

(6) 1,344 ÷ 28 =

(7) 486 ÷ 46 =

(8) 7,643 ÷ 53 =

(9) 360 ÷ .18 =

(10) 50.16 ÷ 4 =

7. Percentage problems

	Amount of Discount	Net Amount
(1) 863.72 less 2%	________	________
(2) 761.29 less 11%	________	________
(3) 936.42 less 9%	________	________
(4) 1,627.99 less 67%	________	________
(5) 27.16 less 3%	________	________
(6) 914.44 less 5%	________	________
(7) 47.47 less 15%	________	________
(8) 379.99 less 50%	________	________
(9) 462.86 less 12%	________	________

AS-7 Cont'd

A. Cost of Article	Percent of Markup	Markup Price
(1) 26.13	13%	
(2) 162.36	92%	
(3) 117.77	14%	
(4) 93.66	16%	
(5) 262.77	105%	

B. Selling Price	Percent of Markdown	
(1) 69.69	25%	
(2) 199.95	33%	
(3) 206.66	10%	
(4) 576.42	50%	
(5) 33.12	20%	

John Elk Tractor Sales Report
Weekly Sales Commission

Individual	Total Sales	Commission	Commission Earned
Jackson	6,246.82	5%	
Antone	543.61	10%	
Wilson	1,216.66	8%	
Smith	4,512.44	16%	
Hemphill	12,621.99	21%	
Eaton	2,666.84	9%	
Frisco	997.12	3%	
Hernandez	6,682.82	14%	

El Fonce	4,621.32	21%	________
Brownley	876.22	25%	________

8. Using Constants

Payroll

Johnson	36 hrs.	@	$3.50 hr.	________
Franks	33 hrs.	@	3.50 hr.	________
Haltom	27 hrs.	@	3.50 hr.	________
Carrly	40 hrs.	@	3.50 hr.	________
Hughes	39 hrs.	@	3.50 hr.	________
			TOTAL	________

Sales Slip

6 Ear tags	@	$1.26 Ear tag	________
3 Ear tags	@	$1.26 Ear tag	________
126 Ear tags	@	$1.26 Ear tag	________
412 Ear tags	@	1.26 Ear tag	________
139 Ear tags	@	1.26 Ear tag	________
		TOTAL	________

Air Filter

126 Filters	@	$12.86 Filter	________
462 Filters	@	12.86 Filter	________
1167 Filters	@	12.86 Filter	________
1011 Filters	@	12.86 Filter	________
4044 Filters	@	12.86 Filter	________
		TOTAL	________

GRAND TOTAL ________

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 11: Using Microfiche Viewing Equipment

Objective: The student will be able to identify the proper procedures in using microfiche viewing equipment.

Study Questions:

1. How do you load and view microfiche?
2. How do you store and take care of microfiche?
3. How do you maintain and care for the viewing equipment?

References:

1. Transparency Master
    a) TM-11: Parts of a Microfiche Viewer
2. Handouts
    a) HO-15: Using Microfiche

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 11: Using Microfiche Viewing Equipment

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Most agribusiness machinery dealers use microfiche as a way to keep track of inventory. Other agribusinesses may also use microfiche if they have a large number of items for which they need a record system. The main advantages of microfiche are: 1) large amounts of information can be kept in a small storage area, and 2) that information can be easily retrieved.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students for the steps and procedures in loading and viewing microfiche. Use HO-15 to help explain the proper loading and viewing procedures, or demonstrate on an actual viewer.

   How do you load and view microfiche?

   1) Loading the microfiche
      a) Open the top glass by hand (michanically on some viewers)
      b) Place the fiche uner the glass and close it. There are four directions that the fiche can be loaded but only one direction is correct for a particular viewer.
   2) Viewing microfiche
      a) The images on the microfiche can be moved to the proper index point by moving knobs on some machines or a pointer on others.
      b) Most viewers have different settings for high and low light intensity. Use the lowest intensity for good viewing to save on life of the bulb and operator fatigue.
      c) Set the focus for the viewer to get a sharp picture.

2. Ask the students for some procedures and conditions for taking care of microfiche.

   How do you store and take care of microfiche?

   1) Storing conditions and procedures
      a) Temperature 70°
      b) Humidity 25% to 40%
      c) Airtight containers if the temperature and humidity are not controlled.

d) Stored in acid free boxes or envelopes
e) One microfiche per envelope
f) Handle only the edges
g) Pack microfiche tightly so that damage can be reduced.

3. Ask the studets what care and maintenance is needed for microfiche viewing equipment.

How do you maintain and take care of viewing equipment?

1) Maintenance and care procedures
   a) Use nonabrasive cleaning agents and ones that do not leave a residue.
   b) Clean the equipment once a day or each time used if not daily.
   c) Clean the glass plates and screen with a lint-free cloth or soft brush and a high quality glass cleaner.
   d) Clean the lens with a camel's-hair or sable brush and use lens paper to wipe off smudges.
   e) For cleaning other surfaces besides the screen and lens, use a damp cloth and a mild detergent or soap.

F. Other Activities

The instructor may be able to obtain old, out-dated microfiche from agribusinesses that use them in their recordkeeping system. These could be used to form exercises for your students. For example, most farm machinery dealers keep their parts inventory on microfiche. If possible, obtain their old micrcfiche and a copy of their work order form. Have the students fill in the order form just at a parts person would at the dealership.

G. Competency

Identify the proper procedures in using microfiche viewing equipment.

H. Answers to Evaluation

1. T
2. F
3. F
4. T
5. F
6. T

UNIT VII - BUSINESS PROCEDURES AND RECORDS

Lesson 11: Using Microfiche Viewing Equipment

EVALUATION

The following questions are either true or false. Circle the "T" if the statement is true; circle the "F" if the statement is false.

T F 1. There is only one right way to load microfiche in a particular viewer.

T F 2. You should always use the highest intensity on your viewer.

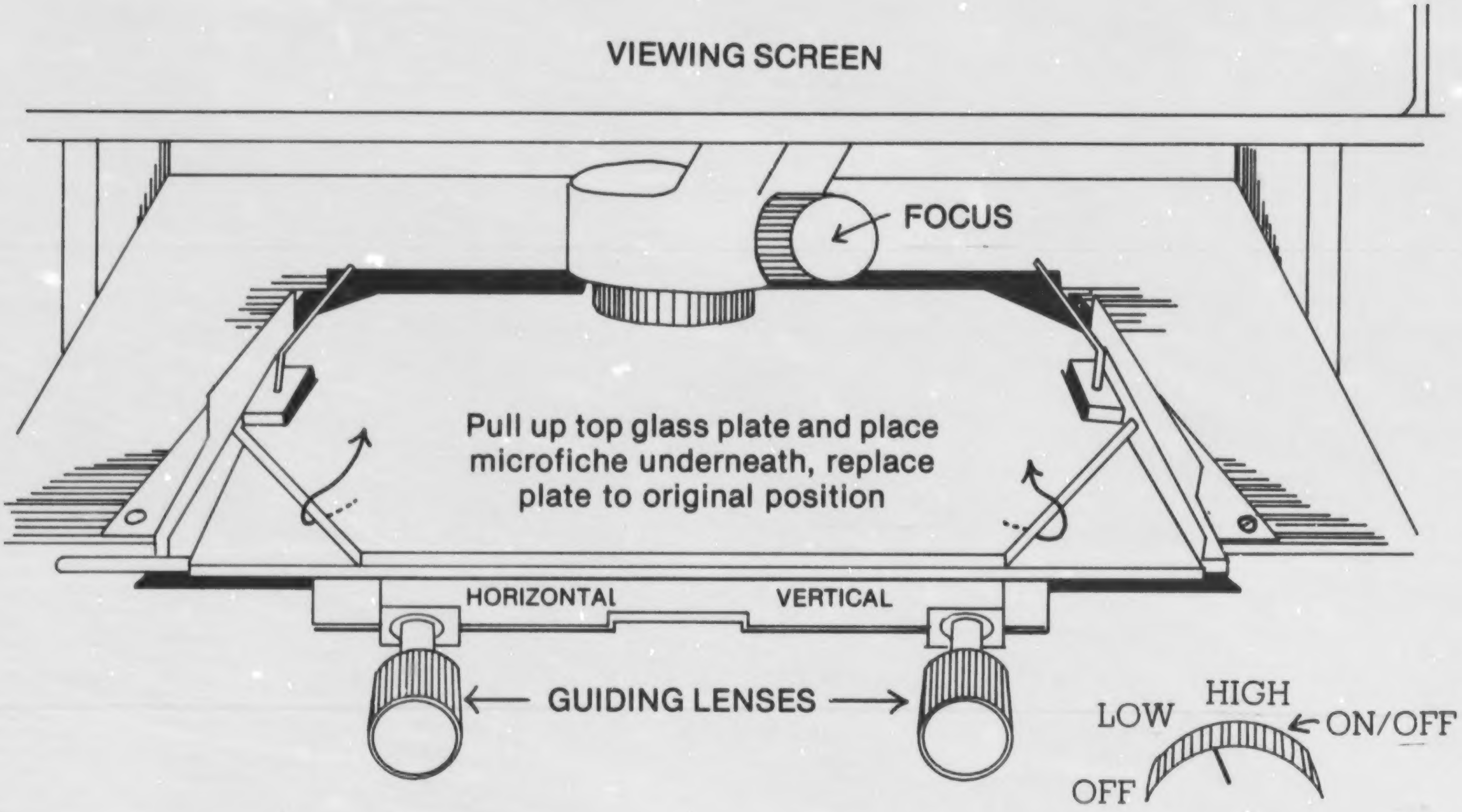
T F 3. When storing microfiche, it is a good idea not to pack them too close together.

T F 4. Each microfiche should be stored in a separate envelope.

T F 5. You should clean the lens with a cloth and mild soap.

T F 6. Viewing equipment should be cleaned once a day or every time it is used if less than once a day.

Parts of a Microfiche Viewer


VIEWING SCREEN
FOCUS
HORIZONTAL
VERTICAL
GUIDING LENSES
LOW
HIGH
ON/OFF
OFF

Pull up top glass plate and place microfiche underneath, replace plate to original position

USING MICROFICHE

Loading microfiche into a microfiche viewer is a fairly simple operation. There are two main points to remember. One, the microfiche is placed between two plates of glass and is usually slid to the back of the bottom plate. This helps keep the fiche properly aligned. Two, the microfiche can be loaded four different directions and only one is correct depending on the type of viewer being used. Memorize the correct way for your viewer and it will make using the viewer much more efficient. After loading, the microfiche image can be moved to the index point, that point in which you want to start at, for example, a particular part number. The viewer will usually have a knob for adjustment of the light intensity on the screen. A good rule of thumb is to use the lowest light intensity you can and still have a good view. The dimmer the screen, the less tiring it becomes to the operator during long viewing sessions. Another good reason for using the lowest light intensity is that the bulb will last longer.

Special care is required for handling microfiche so that it can be kept as valuable records. The ideal temperature for storing microfiche is 70° and the humidity should be 25 to 40 percent. If the temperature and humidity are not controlled in the storage area, airtight containers are recommended. Some paper contains acids that, over time, will damage microfiche. The microfiche should be stored in envelopes that are made of acid-free material and stored in boxes or containers that are also acid-free. One microfiche per envelope so that two microfiche surfaces do not touch each other. The microfiche envelopes should be closely packed together in containers which help reduce damage from bending and keep air away from the surfaces. Handle all microfiche by the edges. Inspect each sheet before returning it to storage so that if there is damage a copy can be made or a new one ordered.

Proper maintenance procedures and care of equipment needs to be performed to guarantee long life and good service when it is needed. Special precautions must be taken when cleaning glass and especially lenses because they can be scratched and permanently damaged. Clean the glass plates and screen with a lint-free cloth or soft brush and a high quality glass cleaner. Clean the lens with a camel's-hair or sable brush, which are very soft, and use lens paper to wipe off smudges. Use mild detergent or soap and a damp cloth to clean other parts. Do not use abrasive cleaning agents or ones that leave a residue. The viewing equipment should be cleaned once a day or every time it is used if not used daily.

Credits:

"Storage and Conservation of Microforms." Microform Review, Volume 10, no. 2, Sept. 1981.

"Teaching the Use if Microform Readers." Microform Review, Spaulding, Carl. Volume 6, No. 2, March 1977.

AGRICULTURAL BUSINESS

Unit VIII - Personal Management

LESSONS:

1. Setting Professional Goals
2. Social and Personal Competencies
3. Money Management
4. Guidance for Personal Problems or Enrichment

OBJECTIVES:

1. Given a written examination, the student will identify the needs and considerations for setting career goals with 75% accuracy.*
2. Given a written examination, the student will identify social and personal competencies associated with career success with 75% accuracy.
3. Given a written examination, the student will evaluate methods for managing personal financial resources with 75% accuracy.
4. Given a written examination, the student will identify possible community resources of help with personal problems or guidance for personal improvement with 75% accuracy.

*Percent accuracy to be set by instructors to reflect passing grade within their school system.

COMPETENCIES TO BE DEVELOPED:

1. Identify the needs and considerations for setting career goals.
2. Identify social and personal competencies associated with career success.
3. Evaluate methods for managing personal financial resources.
4. Identify possible community resources for help with personal problems or guidance for personal improvement.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Discuss how when one sets his or her sites on an objective it is usually met. Hence, the need for personal and career goals.

2. More workers are dismissed because of a lack of social and personal competencies (people dislike or can't work with them) than for all other reasons put together.

3. Recall the old saying "A fool and his money are soon parted."

4. The road to self-fulfillment can be rocky and we all need help now and again. Tie in all the lesson topics into one theme "Personal Management." Discuss their equal importance to ultimate success in life.

GETTING READY FOR THIS UNIT:

A. References and Materials:

The references and materials listed below are only suggestions. The lessons, however, are based upon them. This does not necessitate their exact use. Using the selected reference materials should be sufficient to successfully teach the unit.

1. Handouts and Transparencies for this guide are available from the Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, MO 65211.

EVALUATION:

1. Give short objective tests at the end of each lesson and/or at the end of the unit.

2. Observe the application of personal management techniques amongst your students.

Unit VIII - PERSONAL MANAGEMENT

Lesson 1: Setting Professional Goals

Objective: The students will be able to identify needs and considerations for setting career goals.

Study Questions:

1. What is a career goal?
2. Why are career goals important?
3. What is meant by lifestyle and how does it affect the formulation of career goals?
4. What is meant by values?
5. Why are flexibility and realism in career goals important?
6. Contrast ultimate and intermediate career goals.
7. List seven guidelines for setting goals.

References:

1. Transparency Master
    - a) TM-1: Guidelines for Setting Goals
2. Handouts
    - a) HO-1: Setting Career Goasl
    - b) HO-2: Guidelines for Setting Goals

Unit VIII - PERSONAL MANAGEMENT

Lesson 1: Setting Professional Goals

TEACHING PROCEDURES

A. Review previous units and introduce the new unit.

B. Motivation

Emphasize to the students that choosing a career will be one of the most important choices of their lives and that part of choosing career paths is setting professional goals.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask various students to define in their own terms what a career goal is and what it encompasses. Write a concise working definition on the board.

   What is a career goal?

   1) A career goal is an idea of the kind of work you want to do as an adult
      a) Involves planning

2. Ask students to discuss why career goals are important. Also discuss the consequences of not having career goals.

   Why are career goals important?

   1) Your career will become the central activity in your adult life
   2) Choosing a career will be an important decision
   3) Your career must fit your lifestyle and values
   4) You need to see just how you might best fit into the world of work
   5) Many who do not set career goals work at unsatisfying jobs

3. Discuss various lifestyles. Ask students to discuss lifestyles important to them and their relationship to career goals. List these lifestyles on the board.

   What is meant by lifestyle and how does it affect the formulation of career goals?

   1) Your lifestyle is a style of living that reflects you attitudes and values
      a) How you want to spend you time and money
         (1) Family
         (2) Friends

        - (3) Leisure activities
        - (4) Religious activities
        - (5) Work
    - 2) Each component of your lifestyle affects the other
    - 3) People differ in their lifestyle priorities
    - 4) Career goals should support the lifestyle you desire

4. Ask the students to define and discuss values in relation to career goal setting. You may want to explore the relationship of values, lifestyles, and career goals. List additional values on the board.

    What is meant by values?

    - 1) Values are principles, standards, or qualities which are important to you
        - a) Earning a lot of money
        - b) Helping people
        - c) Raising a family
        - d) Good health
        - e) Having friends
        - f) Religion
        - g) Self-pride
    - 2) As you approach adulthood you will choose your values
    - 3) When making a career goal you will have to determine what values are important to you
    - 4) Lifestyle is often determined by values; both should play an important role in making career goals

5. Discuss with the students why felxibility in goal setting is important. Emphasize how rapidly our world changes. Then discuss the importance of setting realistic goals. Ask students why they think both flexibility and realism are important.

    Why are flexibility and realism of career goals important?

    - 1) Flexibility
        - a) World is rapidly changing
        - b) Hard to predict what kind of work you will be doing
            - (1) Retraining may be necessary
    - 2) Realistic appraisal and expectations
        - a) Abilities
        - b) Interests
        - c) Training
        - d) Work habits
        - e) Personal qualities
    - 3) Goals should be dynamic in nature, that is continually advancing and changing with the environment and outside demands

6. Ask students to cite examples of intermediate goals that may be obtained enroute to their ultimate goals. School is certainly one of these.

    Contrast ultimate and intermediate career goals.

1) Intermediate goals are set to achieve a greater final or ultimate goal
    a) Intermediate goals are accomplished along the way
    b) As intermediate goals are accomplished, ultimate goals may be reevaluated and revised

7. Show TM-1 to the students and discuss each guideline. Add more if the students think of any. Discuss the relevance of each to goal setting. Use the discussion in HO-1 to elaborate on these guidelines.

    List seven guidelines for setting goals.

    1) Conceivable
    2) Acceptable
    3) Attainable
    4) Manageable
    5) Assessable
    6) Desirable
    7) Growth Producing

F. Other Acitivities

Ask a civic leader or motivational speaker (maybe a recording) to speak to he class on goal setting. Refer to Unit V.

G. Competency

Identify needs and considerations for setting career goals.

H. Answers to Evaluation

1. an idea of the kind of work you want to do as an adult

2. The following are suggested answers
    a. choosing a career is a very important decision
    b. your career will be the central activity in your life
    c. many work at unsatisfying jobs

3. lifestyle, values

4. a. realistic
    b. flexible

5. intermediate, ultimate

6. Any five of the following:
    a. conceivable
    b. acceptable
    c. attainable
    d. manageable
    e. assessable
    f. desirable
    g. growth producing

Unit VIII - PERSONAL MANAGEMENT

Lesson 1: Setting Professional Goals

EVALUATION

1. Define "career goal."

2. List three reasons why setting career goals is important.

   a.

   b.

   c.

3. Your ____________ is the way you choose to live, while your ____________ are principles and standards which are important to you.

4. Two very important qualities of your career goals should be:

   a.

   b.

5. ____________ career goals are achieved when moving toward the attainment of your ____________ career goals.

6. List five guidelines for setting professional goals.

   a.

   b.

   c.

   d.

   e.

SETTING CAREER GOALS*

When you spend years doing the same kind of work, it is known as your career. Your career will become the central activity in your life. When you choose your career, it will be one of the most important choices you will ever make.

You will need to plan for your career choice. Many people do not. Most people just fall into the kind of work they do. They take whatever job they can get. They do not plan for the future. They have no goals.

To make a good career choice, you need some career goals. A career goal is an idea of the kind of work you want to do as an adult. It is best to have two or three goals in mind. To set good goals, you will need to take a good look at yourself. You will need to see how you can best fit into the world of work.

Without career goals, many people just fall into careers by accident. They work for years n jobs that do not satisfy them. They wait for opportunities that may never come. If you plan, you can make your own opportunities!

You can see the need for career goals. Before you set career goals, though, you need to daydream about the future! This will help you set some lifestyle goals. Your lifestyle is how you live. It is how you spend your time and money. You should do a lot of thinking about how you want to live.

Most people spend most of their time and money on these parts of their lives:

1. Family
2. Friends
3. Leisure activity
4. Religious activities
5. Work

Each part affects every other part. The parts that seem most important to you may not seem very important to others. That is one reason no two people have the same lifestyle. People differ in how they spend time. They differ in how they spend money, too. Everyone needs a home, food, and clothing. Most people need transportation, too.

As you daydream about your future lifestyle, you begin to think about your values. This is another way to understand yourself. Values are things that are important to you. Everyone has values. Like lifestyles, everyone's values differ.

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* Entering the World of Work, 1st ed. Kimbrell/Vineyard, Bloomington, IL: McKnight Publishing Co., 1978. Used by permission.

* As small children, you lived mostly by your parents' values. If they thought good health was important, so did you. If they thought going to church was important, so did you. When you are in about the tenth or eleventh grade, you start choosing your own values. You keep some of your parents' values. Some of them you do not. This is part of looking at life to see how you will fit into it. Look at the values listed below. Which ones are most important to you?

1. Earning a lot of money
2. Helping other people
3. Raising a family
4. Having good health
5. Having a lot of friends
6. Being a religious person
7. Being pround of your life

Earning a Lot of Money. Will you need a lot of money to live the way you dreamed? If so, you will place a high value on earning a lot of money. Knowing this about yourself, you will want to learn about careers that pay well. If you dream about a simple life, money may not be so important.

Helping Other People. Do you like to do things for others? Helping others is very important to some people. On some jobs, you can be very helpful to others. Many people help very young or very old people in their free time.

Raising a Family. Do you want to have children? Most people do. If a family is important to you, think about it when you set your career goals.

Good Health. Most people like good health. How important is your health to you? Do you take great care to stay healthy? Do you eat the right foods? Do you overeat? Do you exercise in your free time? If you health is important to you, you will not want to do some kinds of work. Some jobs are more dangerous to your health than others. Workers on some jobs breathe dangerous fumes or dust. On some jobs, workers must lift or carry heavy things. After a few years, some kinds of work will cause health problems.

Having a Lot of Friends. Do you like people? Do you need to have a lot of friends? Some people do. Some do not. Most people need at least one or two good friends. They may be members of your own family. Family members should be good friends. Husbands and wives should be each other's best friend. School is a great place to make friends. There are lots of people about your own age. After you are out of school, you will meet people on your job. Some of these people may become your best friends.

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Being a Religious Person. Are you a religious person? If this is important to you, you may not want some jobs. You may not want to work on the days you attend religious services. Some people do not like to work where alcohol is sold or used. Others do not like to work where vulgar language is used.

Being Proud of Your Life. Most happy people are pround of their lives. They take pride in their work. They enjoy what they do in their free time. You will want your parents to be pround of you. If you have children, you will want them to be pround of you, too. If you are not proud of your own life, you cannot expect others to be proud of you. Being pround of how you do your job is very satisfying. It carries over into other parts of your life. It makes you a happier person at home, too.

FLEXIBLE GOALS**

In today's world, you can be certain of one fact; our world is changing so rapidly that no one can predict the work you will be doing three years from now. You can decide on some general kind of work, something you like, something in which you have some ability. But be ready for change. You may need to retrain, even after you get your job. Some experts say the job of the future will last only two or three years before the worker will need to learn new skills.

Your goals, then, must be flexible. Moreover, they must be realistic. You must look at your abilities, your interests, your training, your work habits, and your personal qualities with an objective eye. For instance, if you can't make yourself write a letter, you should think twice about becoming a professional writer. If you have never passed a math course with a "B" or better grade, you should probably not decide to become an engineer just because engineering sounds interesting. If you don't like to take responsibility, you should not aspire to be the manager of the company.

SETTING GOALS AND GROWING ON THE JOB***

To grow on a job, you must know how you want to grow. Do you want, for example, to be the best at the job you start in; or do you want to supervise the department you start in; or do you want to supervise the entire organization? Defining how you want to grow helps you to set intermediate goals that you can accomplish along the way. As you accomplish your intermediate goals you may want to revise your ultimate goal. Don't be afraid to. Many of the jobs of the future don't even exist today. You may decide you want to hold one of those when it becomes visible to you.

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* Entering the World of Work, 1st ed. Kimbrell/Vineyard, Bloomington, IL: McKnight Publishing Co., 1978. Used by permission.

* Some decisions you want to consider when you are setting growth goals are:

1. Is the goal one you really want to accomplish or reach? Is it something you want for yourself or is it something someone else wants you to reach?
2. Will reaching that goal make your life richer? Some goals lead you to jobs that conflict with your lifestyle. Are you willing to adjust, maybe even give up, your current lifestyle to reach and hold the goal?
3. How much can you influence your reaching of the goal and how much help must you have? Is that help available? Does reaching the goal depend somewhat on chance?
4. Can you define the goal specifically enough to make actual plans and to take action to accomplish it?
5. Is the goal reachable? Can you realistically expect to reach the goal?
6. Is the goal worth reaching? When you reach it, will the costs to you have been worth it or will you regret what you have had to give up to reach the goal?

From:

*Entering the World of Work, 1st ed., Kimbrell/Vineyard, Bloomington, IL: McKnight Publishing Co., 1978. Used by permission.

**Personality Development for Work, 5th ed., Russon and Wallace, Cincinnati, OH: South-Western Publishing Co., 1981. Used by permission.

***Dimensions in Professional Development, 2nd ed., Reynolds, Carol, Cincinnati, OH: South-Western Publishing Co., 1983. Used by permission.

TM-1
HO-2

Guidelines for Setting Goals

Conceivable:	*It can be put into words*
Acceptable:	*It appears to be appropriate to your values*
Attainable:	*It can be accomplished using a plan of action*
Manageable:	*You have direct control over the achievement of the goal; it does not depend on others*
Assessable:	*There is some sort of record keeping and a method for assessment*
Desirable:	*It is something you really want to do*
Growth Producing:	*It encourages positive self-development and change*

Unit VIII - PERSONAL MANAGEMENT

Lesson 2: Social and Personal Competencies

Objective: The student will be able to identify social and personal competencies associated with career success.

Study Questions:

1. How do social and personal competencies affect the prospect of employment and promotion in business?
2. List the personal characteristics that you feel are most desirable of potential agribusiness employees.
3. List some indicators of leadership that are available to you that you feel would be attractive to potential employees.
4. How does a broad knowledge of general matters benefit the agribusiness employee?
5. What is the value of self-evaluation?
6. What should be the ultimate goal of a worker in regard to self-evaluation and developing social and personal competencies?
7. List six components of one's physical appearance that can affect success and failure.
8. Why are social competencies important in the work setting?
9. List the social competencies that are desirable for the agribusiness employee to possess.
10. Why is it desirable for agribusiness employees to continually keep abreast of new information?

References:

1. Handout
    a) HO-3: Social and Personal Competencies Needed by Employees

Unit VIII - PERSONAL MANAGEMENT

Lesson 2: Social and Personal Competencies

TEACHING PROCEDURES

A. Review previous lesson.

B. Motivation

Social and personal competencies of the agribusiness employee can be as or more important than technical expertise. It has been noted that more workers are fired because of a deficiency of desirable social and personal qualities than for all other reasons combined.

C. Assignment

D. Supervised study

E. Discussion

1. Ask students to provide a working definition of social and personal competencies. Discuss how these might affect one's career in regard to potential employment and professional advancement.

   How do social and personal competencies affect the prosepct of employment and promotion in business?

   1) Certain personal and social competencies are essential for initial employment or moving up the ladder
      a) The degree to which one exhibits these competencies can make the difference
      b) Employers attach a high degree of importance to the personal characteristics of employees and prospective employees

2. Have students list characteristics (personal competencies) that they feel would help them be successful on the job. Discuss the merits of each. Put the list on the board.

   List the personal characteristics that you feel are most desirable of potential agribusiness employees.

   1) Good health
   2) Ability to communicate
   3) Neat appearance
   4) Self-confidence
   5) Enthusiasm
   6) Fact
   7) Intelligence
   8) Aggressiveness
   9) Character - honest
   10) Sincerity
   11) Hard worker

12) Teachability
13) Cooperative
14) Punctual
15) Dependable

3. Ask the students to discuss various opportunities they have to develop and exhibit leadership skills in preparation for employment. Discuss the importance of this and how prospective employers will feel about it.

   List some indicators of leadership that are available to you and that you feel would be attractive to potential employers.

   1) Participation in organizations
      a) FFA
      b) School clubs
      c) Social clubs
      d) Sports
   2) Participation in school publications
   3) Leadership roles in organizations and student government
   4) Participation in civic organizations and church groups

4. Have students discuss why they think having a broad knowledge base is worthwhile. See if any recall instances when they perceived no relevance to information but later found it useful.

   How does a broad knowledge of general matters benefit the agribusiness employee?

   1) A broad background in general and cultural matters is beneficial
      a) Frequently a factor of a little knowlege will favor those that demonstrate it
      b) Competition is keen
      c) Eagerness to learn is a good step toward job success and security
      d) The bridge between minor and major job success is knowlege
      e) Can converse with a great many people
      f) There is a possibility that pursuits and contacts outside of work will be profitable

5. Discuss the need to evaluate one's social and personal competencies. Ask students what they believe can be gained through self-scrutiny.

   What is the value of self-evaluation?

   1) Compares ourselves to a standard to indicate our strengths and weaknesses
      a) We may find we are void of certain competencies and masters of others
      b) Self-evaluation may be pleasant but it should also be shocking because it points out our shortcomings, handicaps or areas that need strengthening

    c) Self-evaluation may provide a degree of satisfaction and self-confidence

6. Discuss the application of self-evaluation with the students with goals in mind. That is, what is the ultimate objective of evaluating one's competencies.

   What should be the ultimate goal of the worker in regard to self-evaluation and developing social and personal competencies?

   1) Retain and strengthen useful traits
   2) Minimize or eradicate undesirable traits
   3) Correct undesirable traits

7. Discuss the various physical components of a person. Point out desirable and undesirable aspets of each. Ask the students to add to the list. Discuss how to remedy less than desirable qualities.

   List six components of one's physical appearance that can affect success and failure.

   1) A wholesome, healthy, fit appearance is essential
      a) Grooming
      b) Poise
      c) Posture
      d) Voice and speech
      e) Facial expression

8. Develop the idea of how social competencies are important at work. Elaborate on the notion that it is rarely enough just to know your job; you have to be able to deal with others in a productive fashion.

   Why are social competencies important in the work setting?

   1) Every person has a separate personality with great differences in capacity and training but all people must possess certain social competencies and amenities to be successful in any job involving working with others
      a) More workers are fired because of undesirable social qualities than for all other reasons combined

9. Ask the students to list the social competencies they believe are critical to success. Ask if they believe any is more important than the others. Note that there are duplications between desirable personal characteristics and social competencies because these often cannot be distinguished and really go hand-in-hand.

   List the social competencies that are desirable for the agribusiness employer to possess.

1) For success there are universally desired social competencies. Generally speaking, if you do not have these qualities or competencies, then the cards are most definitely stacked against you. However, all of these competencies can be acquired and developed.
   a) Enthusiasm
   b) Honesty
   c) Dependability
   d) Initiative
   e) Friendliness
   f) Courteous and cooperative
   g) Punctuality
   h) Self-confident and in control
   i) Business-like
   j) Others

10. Discuss the desirability for employees to always keep their minds open and thirsty for new knowledge. Point out that we must keep abreast of new knowledge and developments, particularly in agriculture which changes all the time.

Why is it desirable for agribusiness employees to continually keep abreast of new information?

1) Agribusiness is a dynamic and rapidly changing field
   a) The employee must always master his special field of endeavor or specialty
   b) Complete knowledge is essential for fulfillment of tasks
   c) Important for maintenance or improvement of methods and techniques
   d) Knowledge is an important tool for problem-solving

F. Other Activiites

Ask local agribusiness employers to speak to the class on what he or she looks for in prospective imployees in regard to social and personal competencies.

G. Competency

Identify social and personal competencies associated with career success.

H. Answers to Evaluation

1. true

2. a. honest
   b. dependable
   c. skilled communicator
   d. tactful
   e. aggressive
   f. many other possible answers

3. false

4. true

5. self-evaluation

6. emphasize our strong points and eliminate orcorrect our weak ones

7. a. grooming
   b. poise
   c. posture
   d. voice and speech
   e. facial expression
   f. others

8. because most of us will work with people and we must work well together

Unit VIII - PERSONAL MANAGEMENT

Lesson 2: Social and Personal Competencies

EVALUATION

1. True/False (circle one): Employers attach a high degree of importance to personal characteristics.

2. List five personal characteristics that you feel are important to the agribusiness employee.

   a.

   b.

   c.

   d.

   e.

3. True/False (circle one): Leadership is of little or no consequence to employers if you have the skill to do a job.

4. True/False (circle one): It is desirable for the agribusiness employee ot develop a broad base of knowledge.

5. The ultimate goal of ____________-____________ is to identify one's weak and strong points.

6. Once our weak and strong points are evident, we should strive to

   ____

7. List five components of one's physical appearance.

   a.

   b.

   c.

   d.

   e.

8. Why are social competencies important at work?

SOCIAL AND PERSONAL COMPETENCIES NEED BY EMPLOYEES

There are certain basic and social competencies which are essential for the individual to posses in order that he or she may be employed initially and then may continue to hold a position and progress up the employment ladder. Individuals desiring job placement and promotions can profit by acquiring and using those competencies which are considered desirable.

Two youths with the same years of formal education made application for employment in a firm. Both were given personal interviews. One was hired whereas the other was rejected. Why? Both had graduated from the same institution. Both had pursued the same curriculum. The grades of the applicants were comparable, and each was in a state of good health. Yet, one was chosen or given preference. Surely there must have been a reason, and there was. There was a great dissimilarity in the social and personal qualities of these individuals. One had a degree of social finesse and seemed eager to work, while the other was lacking in the social graces and did not exhibit a strong interest in the task.

The fact that one person was hired while another was rejected was not a case of chance or luck. Much more than this was involved. There was the matter of creating and maintaining favorable impressions. This is important for the success of the individual in many lines of endeavor. Continued employment and advancement within the business are dependent upon it. Employers generally attach a high degree of importance to the personal characteristics of employees and prospective employees.

Two areas that receive special attention during the interview are personal characteristics and leadership. Personal characteristics the business desires its employees to possess include:

1. Good health
2. Ability to communicate
3. Neat appearance--Should be groomed best ever for interview, but not overdressed
4 Self-confidence--Must have
5. Enthusiasm--Many graduates not hired because of lack of enthusiasm
6. Tact--Interviewer tries to trap graduate in many ways; the interviewee should have tact
7. Intelligence--Ability to think and answer intelligently
8. Aggressiveness--A must for advancement or salesmanship
9. Character--Honesty and integrity essential
10. Sincerity--No place for the insincere
11. Industry--Graduate must be a hard worker
12. Teachability
13. Cooperation
14. Punctuality
15. Dependability

Indicators examined in the area of leadership are:

1. Organizations applicant has participated in.
2. School publications--part applicant had in putting out publication.
3. Student government--offices held, participation in a department, activity in local school politics.
4. Organizations--leadership and member roles.
5. Sports--general activities and leadership roles. Intramural activities as important as varsity competition.

Formal education must be added to these other characteristics. However, regardless of other qualifications, an individual must possess the will and the desire to work if he is to be of much value to the business.

Curiosity plus ambition push one ahead in his search for knowledge. Eagerness to learn with appropriate application of knowledge leads to job security. The bridge between minor success and major success in life is constructed with knowledge.

Although a person may be really ambitious and desirous of securing information that will be useful in advancement, it is imperative that he also knows the sources of information which are essential for career advancement.

Competition is keen in today's labor market. Workers are constantly vying with each other. Frequently the factor which tips the scales in favor of one indiviual is the small matter of a little knowledge, skill, or interest which others fail to demonstrate. At times these are not directly related to the current task of the employee.

Economic or job facts and skills are not the only types of information useful to the individual. A broad background in both general and cultural matters is beneficial. This permits one to be conversant with a much greater number of persons on an intelligent plane covering many topics of interest. There is always a probability that some contacts made while engaged in general and cultural pursuits will be profitable. Once the areas of weakness are pinpointed one may take measures to correct them.

It is not practical to rate a list of traits or qualities on the basis of their significance or importance in determining the success or failure of employees. There is too much difference in jobs, surroundings, and associates. It is possible though to determine certain factors which contribute to desirable relations with others and lead to job stability and advancement. Then we are faced with the task of comparing ourselves to this standard. This will indicate areas of strength and some shorcomings. These may be on various levels ranging from a complete void to a high level of attainment. The results from using knowledge are the ends sought by the employer.

Knowledge of a task regardless of the degree of thoroughness is not sufficient by itself. It becomes of value when it is put into use and not before then. It is the implementation which is observable to one's associates.

A self-evaluation should not produce only pleasant sensations. If it is done adequately there is a great likelihood that it will reveal some handicaps, shortcomings, or areas of activity and knowledge which need strengthening. At times an individual may receive quite a shock as he comes face to face with reality regarding his social qualities. This may be healthy, however, since now it becomes obvious that certain weaknesses or shortcomings exist; also there is an indication of the degree to which this situation is present. In addition, this evaluative procedure may give the person an added degree of satisfaction and self-confidence as it becomes obvious that certain traits and activites are appropriate.

It is to be anticipated that all persons have some excellent qualities which are considered desirable by employers and fellow employees. Likewise, it is a rare individual who does not possess some quality or qualities which are in need for corrective action. The goal of the worker should be to retain and strengthen those traits which are useful while minimizing or eradicating undesirable ones. There is a possibility that should the person have a highly undesirable trait which cannot be corrected it may be feasible to direct the student into some type of endeavor in which this shortcoming is of less significance.

It has been said that too many of us suffer from a paralysis of the analysis and that the cure for this is to put feet on to our plans and the results of our evaluations. Then we can move toward an improved situation using considered judgment as a basis for action.

While most persons have more ability than they use normally, it should be recognized that there are some problems or difficulties, either a part of the individual's making or in the environment which it is not pratical for the person to overcome. These have to be recognized so that there will not be an undue waste of energy and time spent trying to rectify these situations. If this is not done much frustration may ensue when efforts are misdirected and the end product is highly undesirable.

PHYSICAL

An ancient philosopher is reputed to have advised his pupils to "know thyself." This is good advice. In our modern world, however, it is not a simple problem or exercise, but a most worth-while goal. The person who has this insight is in an advantageous position when he comes to projecting his life into the future. He is able to pinpoint those characteristics or qualities which serve him well in his associations and daily endeavors. Knowledge properly applied can be a lighted candle in the dark in that it illumines the way and assists one up the road of occupational success. There is an immense value in knowing where to concentrate one's efforts and what to avoid.

It is essential that one's plans for a career be based upon a solid foundation. Part of this will include a comprehensive knowledge of the strengths and weaknesses of the individual.

Physical fitness plays a major role in the success of many individuals. An unhealthy physique causes many persons to fall short of an efficient occupational life. Proper diet, appropriate exercise, and sufficient sleep tend to foster good health. At times various forms of corrective measures may be required so that a high state of physical well-being can be maintained. When selecting a career, the prospective employee should match the requirements for the tasks with his physical capabilities. Certain lines of work may have to be omitted from one's employment goals simply because the personal health requirements are too rigorous.

Personal appearance is a vital factor in the road to employment success. A pleasing, wholesome appearance along with vitality and health are qualities the employer looks for when interviewing job applicants. The impression one makes upon his associates goes a long way toward determining the degree of his success and the level of attainment he reaches within the business establishment.

A wholesome appearance includes not merely one's grooming, but his posture, poise, facial expression, voice, and speech. The individual is affected by each of these and so are those who come into contact with him. Success or failure is partially determined by the degree that these qualities leave a pleasing impression with one's associates.

Grooming. A proverb dating back several centuries states that cleanliness is next to godliness. This indicates the high value placed upon a clean mind, a clean body, and clean clothing. Good grooming consists of each of these factors, but it also includes appropriate clothing and proper daily care for one's physical appearance.

There is an old saying that clothes make the man. While this statement may not be entirely true, it does convey the idea that appropriate dress is important. Clothing worn should be suitable for the occasion and in good taste.

The mechanic, the foundry worker, and the pipefitter will not find it practical while on the job to wear the same type of clothing as the clerk or the businessman. Yet each may be expected to begin the day with neat, clean clothes and with a clean body that is well groomed. Long unkempt hair, poor facial care, clothes improperly worn, or inappropriate for the occasion, long dirty fingernails, and unshined shoes each play a part in "showing off" the person and his lack of self-respect. However, with appropriate grooming the worker will present himself in a completely different light and even though the individual is neat and dressed appropriately he may still offend his associated because of body odors or halitosis. Unfortunately, most persons will not inform the individual about his problem although they may tend to shun him. It is a very "touchy" subject so it is a rarity for one to be made aware of this omission in his daily toilet preparations. Most fellow workers will be too modest to tell the offender. It is imperative that appropriate measures be taken to reduce the likelihood of being an offender.

Poise. The ability to remain unruffled in the face of upsetting or trying situations is a most worth-while trait. It is an indication of self-control.

Many tasks call for deliberate action under adverse conditions. It is highly desirable that the worker be able to perform satisfactorily in a variety of circumstances. This requires self-control so that one does not go to extremes in his actions nor does he act on first impulse whenever considered judgment is called for. The goal is to be able to think clearly and to act rationally in spite of the surroundings or the conditions that prevail.

The American sports fan admires the shortstop who makes a brilliant play, the end who successfully receives the pass in spite of harassment from several defenders, or the pitcher who comes on in relief with the bases loaded and prevents any scoring by the opposition. These actions take poise--making the right move when the situation is tense.

Most persons will not have opportunity to be the hero similar to the great athlete, but each will face conditions which will test his mettle. Keeping calm and collected and then doing the task properly makes the employee more valuable to the business. Maintaining one's "cool" and being able to act rationally when working under pressure adds stability to the labor force.

Voice and speech. The tone of one's voice and his facial expression often convey the thoughts of the person much more than do the words he speaks. Individuals are affected or influenced tremendously by the voice and facial gestures of the speaker. These are the window dressing to one's words. How one says something is frequently as important as what is actually said.

Speaking distinctly with a pleasing tone is a quality to be desired. Leaders in any business enterprise need to be able to communicate well. It is not enough to know the subject. The individual must present his information in such a way that interest is maintained and understanding is enhanced. Any individual who does not have a serious speech defect should be able to develop good speech techniques if he is willing to exert energy required to practice these qualities.

The worker, regardless of his level of employment, should realize that he does not talk at people, but with them. His purpose is to convey ideas and to clarify understandings. In conversation the basic tool of the person is his voice. It should have enough volume to be heard and understood by those involved. Quality of the voice is important also. Most voices can be made pleasant to listeners by the individual reducing tendencies he may possess toward such things as throatiness, nasality, hardness, and hollowness. Varying the pitch should be utilized for purposes of emphasis and as a means of reducing monotony.

Successful communication depends upon comprehension by the parties concerned. Without this the dialogue is useless. There are certain principles which will enhance understanding.

The words used in communication should be chosen carefully. Sentences spoken should be clear and logical. The appropriate words in the right place make speech more effective. Use words with the exact shade of meaning to make the thought clear. The purpose of oral communication is to clarify.

Little is accomplished when speaking until one has established contact with the audience. Contact is the method of personalizing one's conversation. Initial contact is usually made by one's voice, the words used, eye contact, and body contact. Each of these may be utilized to maintain contact and to personalize the discussion.

The rate of speaking should be that which will hold attention. A change in rate as well as in volume should be made as this adds interest. A real high rate of delivery tends to confuse the hearer whereas an extremely slow rate tends to irritate the listener. Somewhere in between there is a happy medium.

Proper enunciation and pronunciation improve comprehension by the listener. The individual should speak clearly and distinctly. Pitfalls to avoid include mumbling, swallowing, and slurring words. Sincerity and enthusiasm will aid one in putting punch into the dialogue.

Talking should not be divorced from thinking. A poor choice of words produces weak expressions which are an indication of unsound thinking.

Posture. Posture is the physical bearing of an individual. It conveys meaning the same as words and often does so prior to as well as during speech. It is the worker's responsibility to convey appropriate impressions to his associates. A poor posture will probably transmit an undesirable meaning. Things one would desire to convey through good posture include interest, enthusiasm, energy, self-control, and a desire to be cooperative and communicative. Since persons react to what they see as well as to what they hear and comprehend, the individual should strive to attain an appropriate state of appearance, bearing, and body control. Bearing and gestures can be very meaningful. They give window dressing to words. The individual should act natural with a minimum of self-consciousness. Be attentive to the other person while conversing and look at him. Eye contact is an indication of interest.

One who constantly averts the eyes of individuals with whom he is conversing leaves the impression that he is evasive and insincere. It is also a display of a lack of self-confidence.

One should be relaxed while conversing yet remain mentally alert. Bodily movements should be natural, free, and easy, but there should be no hint of slouchiness. One should be attentive not only with his ears, but with his eyes and body.

A slouchy appearance should be avoided. It is an indication of a lack of interest and of a carefree attitude. The employer is interested in hiring persons who have a sense of pride in their appearance and in the results of their labors.

SOCIAL COMPETENCIES

Introduction

It should be recognized that each person has a separate personality and that there are vast differences in the capacity and training of individuals. Each one is a separate entity and should be accepted as such. We should not expect to find perfect individuals as they do not exist. Nevertheless, there are several social qualities which it is desirable that persons possess.

It has been estimated that more workers are fired because of a deficiency of desirable social qualities than for all other reasons combined. The failure to adjust to the job and its surroundings can lead to serious consequences.

When one enters an occupation it soon becomes apparent that certain things are expected of him. These include personal conduct as well as job performance. The requirements for job activity will vary considerably with the type of employment and the local social setting. Regardless of the place and the task, however, there are certain traits or characteristics which it is desirable that the employee display. These include enthusiasm, honesty and dependability, initiative, friendliness, cooperation and courtesy, punctuality, self-confidence and control, and businesslike behavior.

Enthusiasm Every individual has, in some measure, capacity and ability. In addition to these there should be a high degree of enthusiasm. Of the three, enthusiasm outranks the others in importance. Most employers would prefer a worker of only average ability and capacity but with boundless enthusiasm, over one who is brilliant with much capacity and ability, but lacking enthusiasm.

Enthusiasm is derived from the Greek word "enthousiamous" which means to be inspired. Another meaning is to be possessed by the gods. These indicate that enthusiasm comes from within. A mere pretense at enthusiasm soon becomes apparent to one's associates. On the other hand, genuine enthusiasm for one's job, his work, and his associates will be felt immediately by those with whom he comes in contact.

A sales manager at a weekly meeting with his sales staff told them they should be fired with enthusiasm or they would be fired with enthusiasm.

This indicates the degree of significance that some employers place upon this quality.

A positive interest in something is the first step toward being enthusiastic about it. The degree of enthusiasm held by a person determines the zest or zeal with which the task is faced. It is the motivating factor which determines the effort one will put forth and the persistence followed in leading toward a goal or accomplishment. The emotional responses and attitudes held are direct results of the interest and enthusiasm of the individual.

"As a person thinketh, so he is." Enthusiasm guides our thinking and thus plays an important role in determining the direction one pursues and the amount of effort put into accomplishing the task.

The character of the person is influenced to a large extent by his attitudes. His actions and accomplishments are linked directly with attitude, therefore it follows that the appropriate development of these is of major significance in character building and in the evolving of goals and behavior patterns of the individual.

All that a person achieves in life can be traced to his interests and enthusiasm. Even the opportunities to participate are contingent in numerous instances upon these characteristics. Initial employment is the result of someone "sizing up" the applicant and deciding that he has those qualities and abilities required or there is a good potential for their development while on the job.

Enthusiasm, like good speech habits, can be acquired. It is within the power of the individual to build or to tear down, to foster or to retard, desirable actions and attitudes relating to employment and his fellow man. A conscious effort on the part of the learner when persistently pursued can build within him a high degree of enthusiasm.

Honesty and dependability. Honesty involves much besides refraining from outright theft of property and telling a lie. It is considerably more involved than this. One's views toward his work and his activity while on the job are included also. Giving 60 minutes for each hour of employment and doing the task in the best way practical are esteemed characteristics of honesty. However, many employees fail to recognize that poor sloppy actions in these matters are a form of dishonesty. Time, talents, and personality should be used diligently and unstintedly in the task for which one is employed.

If an individual accepts a job he should believe that the task is important and then act accordingly. He should find and maintain the drive and motivation needed to perform effectively.

Others must be able to rely upon the integrity of the young person. Dependability or trust is based upon the degree and predictability one can assign to others. Realizing that one will continue to perform in acceptable ways permits people to rely upon him.

From time to time most persons will be tempted to seek advantage in one form or another at the expense of integrity. It is easy to accept the philosophy that the ends justify the means. This is not the quality desired in the employee, however. It is his responsibility to do the right thing regardless of whether it will be observed by others. Principle should hold sway over expediency. Shoddy work can be as costly to a firm as sticky fingers or an untruthful tongue. Any of these three practices can lead to the dismissal of the worker.

A sign of maturity in the worker is his ability to recognize responsibility and to accept it with the accompanying restrictions that may be inherent to the situation. He stands fast in times of difficulty and performs consistently.

Initiative. The young person with ambition sets up goals for himself as he determines the direction he wishes to pursue. As the initial ones are attained his sights are raised and so is his self-expectation. He realizes that to a large extent he is master of his own future growth and sets a course of actions that will lead in the desired direction of growth. Aspirations lead to self-direction which produces results. Based upon attainment, additional goals are set and the process continues. Planning, although essential, is insufficient by itself. There must be a translation of plans into action. There should be a clear vision of what is desired. Then actions are determined by the results sought.

A desirable employee is a willing worker. He finds safisfaction and enjoyment in his job. He is gratified when his tasks are well done and is pleased with his accomplishment. He has a strong sense of responsibility and willingly commits himself to his task. Being deeply committed he does not give up easily.

People have been classified into the following categories:

Those who make things happen
Those who watch things happen
Those who don't know what is happening

The worker who is going places must be in the first of these categories.

When one feels keenly, he will work. He is ready to react and to respond. Interest is involved. Its intensity and persistence determine the extent one will apply to a task his mind, energy, and talents. It is interest which directs one toward a certain goal or behavior pattern.

Commenius, a noted philosopher, observed several centuries ago that there should be a combining of thinking and doing. This admonition is worthy of consideration during the latter third of the twentieth century. The worker who plans to progress up the employment ladder must display initiative and ambition. He should utilize the ability to see things that need doing and then to do them well by his own volition. Efforts should be expended continuously to improve the quality and the quantity of his work. A half-hearted attitude and output of labor is not conducive to promotions.

Friendliness. Some workers are effective on the job not only because they understand their job and are hard workers, but because they relate well to others. They are approachable and are sympathetic with the interests and problems of others. Sometimes they are classified as being understandable. They have an evidenced interest in their associates.

This interest is not of the domineering type in which the individual attempts to mold others into his pattern of thinking and acting. Rather it is of the permissive type in which there is a concern for others and their well-being. Others are appreciated in their own right for what they are, realizing that although each is imperfect to a more or less degree that each is of worth as a person and a friend. An even temper or a high boiling point is a good quality to achieve. Foolhardy acts done in a moment of rage may result in irreparable damage to one's own character and to his friendship and relations with others.

A sense of perception may be worth much to the worker. Knowing the reactions of others to an individual's words and deeds should provide clues that will prevent him from losing friends and destroying good relationships. It can save embarrassment to all parties concerned. Another quality which leads to friendships is that of being a good listener and keeping confidences. Much of what one is told privately should not be broadcast openly.

The successful worker must be open to new ideas relating to his work even when they are opposed to those he holds currently.

One should realize that relationships and circumstances change. With these changes will come necessity for modifying behavior, so that appropriate rapport will be maintained with associates. New ways must be used in approaching problems. Humor on the job should be kept on a wholesome basis. Taste and timing are major factors in the use of humor. Through appropriate use this is the spice of life. Improper usage may lead to ill feelings among associates.

Cooperation and courtesty. The importance of being tactful cannot be overemphasized. It is well to give others the benefit of the doubt and respect their motives. Respect the other person and his rights as an individual. Cooperation is built through a spirit of willingness. It includes a concern for people's needs, but not in manipulating them. Setting a good example tends to develop desirable attitudes by one's associates.

Sooner or later people realize that they have been manipulated. This leads to suspicion and a lack of trust. It is much better to understand and appreciate the problems of others than it is to criticize their limitations.

Workers within a firm may not share equal responsibility, yet they are working for a common goal, the well-being of the business. In the fulfillment of this goal their paths will cross in numerous ways. There is often an involvement in the activities of others. This can lead to conflict unless a proper spirit of mutual respect and concern is maintained by the parties concerned. Even then there is a possibility that hard feelings and irritation could enter the picture at times. These may be reduced or smoothed over if those persons can get together periodically and share freely their frustrations, problems, hopes, and situations.

It is much easier for one to be cooperative when he has had a hand in the planning and its implementation. Understanding associates is important.

Employees are expected to get along with one another. They should take pride in their company and in their position in it. Strife and disunity do not encourage cooperation or good attitudes toward work.

The foundation of good relations is good communication based upon intelligent thinking.

Too often we jump to conclusions. We are prone to take one glimpse and then arrive at a conclusion immediately. Things are not always what they appear to be on the surface.

Punctuality. Punctuality is a quality to be cherished. It is easy to put things off and say to oneself I'll get to it tomorrow. Unfortunately, too often tomorrow never comes. Or it may be too late. Timing is important in the answering of correspondence.

When a date is set for an appointment, the employee should be on time. In fact it is better to err by being early than it is to be tardy. Many individuals place considerable weight in being on time and hold a dim view of others who are unconcerned about time of appointments.

A tardy arrival or a late performance may inconvenience others. Lackadaisical replies to communications are not often appreciated. For example, an invitation to a function needs a prompt reply so that the necessay arrangements can be made by the host.

The employee who arrives early regularly for work creates a much more favorable impression than the one who is consistently late. A few minutes are needed usually to arrange personal details prior to fitting into the daily routine of the task to be performed. There is a good possibility also that one may be delayed a few minutes enroute due to traffic problems, a flat tire, or similar events. Allowance should be made for these when arranging the schedule of activity for the day.

Self-confidence and control. Confidence in one's own ability gives the worker impetus and a sense of satisfaction. This strengthens the individual so that he can more easily withstand disappointment, illness, and pain which are a part of the life of all. It encourages him to bounce back and to go forth with renewed vigor. The problems become challenges and learning experiences.

An individual should consider the probable effect his actions will have on others. It is easy to allow one's emotions to overrule sound judgment and reason. Anger or greed, for example, may cause one to act in haste with little concern for the welfare of others. This may bring about hard feelings among fellow employees. It has been said that one who acts hastily may repent at leisure.

One's emotions may lead him astray in either of two directions. He may be overly optimistic because of a strong personal desire, or he may be very pessimistic and strongly opposed to an idea or action because of a state of mind. Either could lead to serious consequences.

It is well to recognize that one has emotions and that he should refrain from decision making while under emotional strain. The emotions of others are important also. It would be foolhardy, for example, to act contrary to the wishes of one's employer when it is known that he has a strong bias relating to the matter.

Self-control means conforming or obedience to laws and customs under varying circumstances.

Each worker must operate in conjunction with the strengths, weaknesses, capabilities, and shortcomings of other people. He needs to recognize that these differences exist and to accept them. It would be a waste of time and energy to attempt to mold others into his own pattern. No effort should be made to manipulate others.

The young person must be able to assimilate himself into the business. Individual goals and wishes should be subordinated to those of the firm. There should not be a rebellion against authority since authority is essential for control and organization. The primary control for any employee should be self-control. There is a need for internal discipline so that the person is not unduly affected by extremes which may present themselves in his day-to-day living and employment. There is a need also to accept responsibility for one's acts and decisions. The temptation to lay the blame elsewhere should be overcome. Surely, environment plays a part in the lives of all, but the effective worker rises above surroundings and is the product of his own making. He does not try to hide behind excuses, but accepts full responsibility for his actions.

Businesslike behavior. The ability to get things done is what makes and employee effective. The worker should be able to comprehend instructions and goals and to translate them into action. He should be willing to employ a variety of methods in order to complete the task. It is expected that the person will assume responsibility for his actions and will act in rational ways. He maintains self-direction and acts in accordance with accepted business principles.

It is necessary in personal planning for the individual to occasionally turn his attention to close scrutiny. He should determine if his goals are adequately defined so that there is no question in his mind about what he is really trying to do. It is imperative that one's aims be clear and not frosted over by current problems and transient things. One needs an awareness of his strengths so that they may be fully exploited. At the same time, one needs to know his shortcomings, so that adequate safeguards may be taken. Just as the businessman makes an annual inventory so should the worker examine his procedures and progress so that he may improve his service thereby assuring a higher degree of success.

Work priority should be given to those things which will enhance the aims and purposes of the operation of the business. Secondary matters and techniques should be relegated to a subsidiary position in the activity schedule. The person who plans intelligently and then undertakes the task with foresight, zeal, and determination has made a giant stride down the road toward success. The probability of reaching the goals set is enhanced immeasurably. Direction is given to the efforts of the worker and the ends sought are known. There is a clear purpose for the guidance of all concerned.

Evidence indicates that to a large degree persons are evaluated by others on the basis of their actions. Most of one's behavior is the product of habits--good or bad. Therefore, it behooves the young person to be cautious of the types of habits formed since they will control most behavior patterns throughout life. This is not to imply that habits cannot be modified, for they can. It does involve lots of will power and determination, however, to eradicate one that is well entrenched.

Some activities must be given priority over others. It is simply a matter of first things coming first and on down the ladder. These should be determined by the objectives that have been devised. Those things that are primary will receive immediate attention as it is imperative that they be done. Other lesser significant activities will be tackled as time and energy permit.

INTELLECTUAL

As we look ahead to the responsibilities facing the new worker it becomes obvious that the employee must be the master of his field of endeavor or specialty. He should keep abreast of developments as they occur and should be completely familiar with each aspect of his job. This knowledge is essential for intelligent fulfillment of his tasks. Without adequate understanding the efforts of the individual will be haphazard at best.

Intelligence is important for the maintenance of the current level of production in a business establishment and it is essential for the improvement of methods and techniques. The worker should continue to be a learner and should acquire a storehouse of knowledge, skills, and values which he may use in his daily tasks and in his social contacts. Creative problem solving and the use of knowledge as a tool require intelligence.

Useful citizenship in a democracy goes hand in hand with a good solid educational foundation. Through a broad knowledge of American history, civics and government, English, speech, and mathematics, the student has a background in the basic tools of communication, mathematics, and the American way of life which includes the free enterprise system. This information is useful in the development of attitudes which play an important role in the degree to which one fulfills his citizenship responsibilities.

The intellectual effectiveness of a person is dependent upon several factors. They include emotional health, physical vitality, adjustment to society and social practices, and the facility to perform as a member in the group processes. All of these contribute toward and are necessary for an integrated personality that can relate properly to its job and to society.

It is not feasible to expect that the worker will fill a specific role until he understands what is expected. This must be communicated to the individual in such a fashion that it is understood. A command of the tools of communication facilitates the process of comprehension.

A manager of a large corporation was asked to give the things he looked for when evaluating employees. After some consideration he explained that there was no one thing alone which flashed the green light but that a composite of a variety of factors were considered. These characteristics are considered as a whole and from them judgments are made.

Characteristics desirable for an employee to possess include:

The individual is ambitious and has a vision beyond the immediate situation.

The individual has the capacity for hard work and exercises it.

The individual possesses a high degree of self-confidence.

The individual presents a pleasing personal appearance.

The individual has a working knowledge of the basic intellectual tools, namely, English, mathematics, and American free enterprise system.

Through utilization of these qualities in the field of business it is a goal of the employer that there will be a large degree of intelligent cooperation. This is highly essential if the job is to be done in a satisfactory manner. A lack of the basic intellectual tools by employees will interfere with communication of a free flow of ideas. It will also limit the vision of the workers and their effectiveness especially at levels above that of common laborer.

The intelligent worker really begins to understand his job when he understands the nature of the business and its functions. With this comprehension he is in a much better position to act and to react in ways beneficial to the business.

Credit:

From Essential Aspects of Career Planning and Development, 2nd ed., by J.C. Atherton and Anthony Mumphrey. Danville, IL: The Interstate Printers & Publishers, Inc., 1977. Used by permission.

Unit VIII - PERSONAL MANAGEMENT

Lesson 3: Money Management

Objective: The student will be able to evaluate methods for managing one's financial resources.

Study Questions:

1. What is discretionary money?
2. What is budgeting? How is it developed?
3. Why do people utilize personal checking accounts?
4. What factors might influence your choice of banks in which to establish personal accounts?
5. What records should you keep for personal tax purposes?
6. Discuss the use of savings accounts and describe three types.
7. What is the difference in the cost of an item when you pay cash or use credit?
8. List five good times and five bad times for making credit purchases.
9. What are some important considerations for using credit?
10. Why is it important to pay your bills on time and not assume any financial obligations you cannot fulfill?

References:

1. Transparency Masters
    a) TM-2: Sample Budget
    b) TM-3: Common Expenses
2. Handouts
    a) HO-4: Money Management
    b) HO-5: Income and Expense Record

Unit VIII - PERSONAL MANAGEMENT

Lesson 3: Money Management

TEACHING PROCEDURES

A. Review previous lesson.

B. Motivation

We work for personal satisfaction but primarily for financial gains. Your earned money is a valuable personal resource. Without good management, your money can slip away. Good management gives you freedom for the other things in life that make it enjoyable.

C. Assignment

D. Supervised Study

E. Discussion

1. Discuss the difference between money for specific purposes and discretionary money. Ask students what they do with their "discretionary" money.

   What is discretionary money?

   1) Money of your own that you can spend as you see fit
      a) Wages and salaries
      b) Allowances
   2) Discretionary money is best utilized if managed properly

2. Ask students if they have a budget for their money or if they are included in their family budget. Discuss the development and use of a budget. Show TM-2, TM-3, and HO-5 to the students.

   What is a budget? How is it developed?

   1) A budget is a plan for managing your money.
      a) Setting priorities for your income
   2) There are benefits from budgeting
      a) Tells you where your money comes from and when to expect it
      b) Provides for the necessities first and then discretionary expenditures as prioritized
         (1) Self-improvements
         (2) Comforts
         (3) Luxuries
      c) Provides a means for saving and staying out of debt
      d) Helps you build good habits for spending
   3) To start a money management plan
      a) Outline (chart) sources of income and when you expect to get it (net amounts only) for a given period, usually one month
         (1) Salaries and wages

        (2) Interests from savings
        (3) Gifts
        (4) Bonuses
        (5) Tax refunds
    b) Make a chart showing fixed expenses for the same period
        (1) Rent or mortgage
        (2) Utility bills
        (3) Taxes
        (4) Insurance
        (5) Medical and dental payments
        (6) Savings
        (7) Installment payments
    c) Total each and subtract monthly expenses from monthly income
        (1) The difference (if any) is your discretionary income or for day-to-day expenses
    d) It is also wise to record day-to-day expenses for at least a few weeks to really see what you casually spend
        (1) Food
        (2) Household expenses
        (3) Repairs
        (4) Furnishings
        (5) Clothes
        (6) Transportation
        (7) Personal care items
        (8) Recreation
        (9) Gifts
        (10) Contributions
    e) You can also budget your day-to-day expenses, but be realistic!
        (1) By keeping a record, patterns will emerge showing your priorities
    f) You will also quickly see if you are spending more than you make and if so, where you can comfortably cut back or economize

3. Discuss the uses and merits of personal checking accounts. Some of your students may already have checking accounts. Ask them to explain how they work and why they have them.

Why do people utilize personal checking accounts?

1) For day-to-day handling of their money
    a) Safety
    b) Accessibility
    c) Rate of return (if any)
        (1) Some checking accounts pay interest
2) There are many different kinds of checking account plans to suit many different financial needs

4. Ask students to discuss features that might affect one's choice of banks. List these on the board and explain each.

What factors might influence your choice of banks in which to establish personal accounts?

1) Savings accounts and interest rates paid
2) Compounding interest
3) Availability of your money
4) Insurance
    a) Federal
5) Loans - preferential treatment
6) Safe deposit boxes
7) Proximity and hours of business

5. Discuss keeping records for tax purposes. Ask students what kinds of records they now keep. List these on the board.

What records should you keep for personal tax purposes?

1) Income
    a) W-2 forms from employers
        (1) Permanent record of earnings
    b) 1099 forms from organizations that pay interest income
    d) Statements of miscellaneous income
2) Transportation costs for business purposes
    a) Mileage
    b) Original auto cost
    c) Gasoline and oil
    d) Repair costs
    e) Garage rent
    f) License and registration fees
    g) Tolls
3) Travel expenses; traveling out-of-town for business purposes
    a) Hotel bills
    b) Transportation costs
    c) Meals, tips
    d) Telephone charges
    e) Out-of-town clothes cleaning
4) Charitable or religious contributions
5) Medical and dental bills
6) Amounts for purchase of a dwelling
    a) Commissions
    b) Legal fees
    c) Improvements
7) Stock transactions

6. Ask students why they do or would keep a savings account. Describe and list on the board the three types of savings accounts.

Discuss the use of savings accounts and describe three types.

1) People maintain savings accounts for security and comfort
    a) Usually at least two months income up to six months income
    b) Provide income from interest
        (1) Generally the lower the interest rate the more accessible your money is
2) Passbook savings
    a) Started with as little as $5

        b) Usually lowest rate of interest, but compounded
    3) Time deposits
        a) Higher rate of interest because you must leave your money in the bank for a specified period of time. Interest is compounded
        b) Early withdrawal of funds is penalized
        c) Interest can usually be withdrawn anytime
    4) Certificates of deposit - for specified period
        a) Usually pay the highest rates of interest
        b) Incur a penalty for early withdrawal of the principal before the end of the period
        c) Does not compound interest
    5) There are other vehicles for saving

7. Discuss the use of credit and borrowing money. Note that borrowing money (credit) is the opposite of saving money. Discuss how credit adds to the cost of purchases.

What is the difference in the cost of an item when you pay cash or use credit?

- 1) Borrowing money is the opposite of saving money
    - a) When you borrow money from an institution, they charge you for the loan
    - b) When you buy things on credit (installments) you are getting to use it earlier than if you had saved for it
    - c) "Easy term credit" plans are often offered to tempt buyer to overspend
- 2) You actually pay more for an item when you utilize credit
    - a) Cash buyers always pay the least and can shop around
    - b) The cost of interest should be included in the purchase price of an item
    - c) Dealers offer "easy term" credit to tempt people to use their store

8. Discuss with the students the appropriate and inappropriate uses of credit. List good and bad times for utilizing credit.

List five good times and five bad times for making credit purchases.

- 1) Good times for credit purchases
    - a) Establishing a household
    - b) Genuine emergency
    - c) Seasonal sales and specials
    - d) Investing in education
    - e) Price of a needed item is sharply increasing
- 2) Poor times for credit purchases
    - a) When you will have trouble repaying the loan
    - b) Impulse buying on so-called "easy" credit terms
    - c) Buying just to boost your morale
    - d) To increase status
    - e) When credit purchases ruin your budget
    - f) Purchasing on expectations of future salary increase
    - g) For gambling or risky investments

h) To maintain you daily living expenses
i) When your purchase will wear out before your finish the payments

9. Discuss general considerations for the use of credit. Credit is beneficial if used wisely.

What are some important considerations fur using credit?

1) Shop around and compare credit costs
2) Keep a close eye on your loan payments
3) Ask lots of questions about the loan deal
4) Do not get hooked into an "easy payment plan"
5) Study contracts carefully and keep a copy
6) Keep all receipts and cancelled checks
7) Stagger your installment debt payments, do not stack one on another
8) Think things over and do not be afraid to say no
9) You cannot cancel a debt by returning merchandise
10) Know the annual percentage rate (APR) of interest on a loan

10. Ask students to discuss the importance of paying bills on time. Emphasize the legal and moral obligations of assuming a debt. Also note that when people do not pay bills on time it affects the purchase price of goods and services because "time is money." Discuss the concept of credit ratings.

Why is it important to pay your bills on time and not assume any financial obligations you cannot fulfill?

1) All accounts should be paid promptly and as stipulated in the agreements
    a) Credit ratings are affected
    b) Maintains your stature as a trustworthy and responsible person
    c) There are legal ramifications for negligence in paying debts as stipulated
    d) You have a moral obligation to pay your debts on time
2) Do not spread yourself too thin financially
    a) If you assume too many financial commitments, you will not be able to make the payments without sacrificing essential needs

F. Other Activites

Ask a local loan officer from a bank, lending institution or retailer to speak to the class on the use of credit and its pitfalls if not used wisely.

G. Competency

Evaluate methods of managing personal financial resources.

H. Answers to the Evaluation

1. discretionary
2. wages or salaries
3. a plan for managing money
4. priorities
5. a. sources of income
   b. expenditures
6. for day to day, safe and accessible handling of their money
7. W-2
8. certificates of deposit; passbook
9. accessible; lower
10. loans or credit

Unit VIII - PERSONAL MANAGEMENT

Lesson 3: Money Management

EVALUATION

1. Money that you can spend as you see fit is called ____________ money.

2. What is the main source of most people's money?

3. What is a budget?

4. Budgeting entails establishing ____________ for spending your money.

5. What are the two main components of a budget?

    a.

    b.

6. Why do people use personal checking accounts?

7. ____________ forms are permanent records of your wages from an employer.

8. ____________ type savings accounts usually pay the highest interest rates while ____________ types usually pay the lowest.

9. The more ____________ your savings are to you the ____________ the interest rate will be.

10. ____________ is just the opposite of maintaining a savings account.

TM-2

Sample Budget

Monthly Income

Income I Plan to Receive			
Week	From	How Much	Total
1			
2			
3			
4			

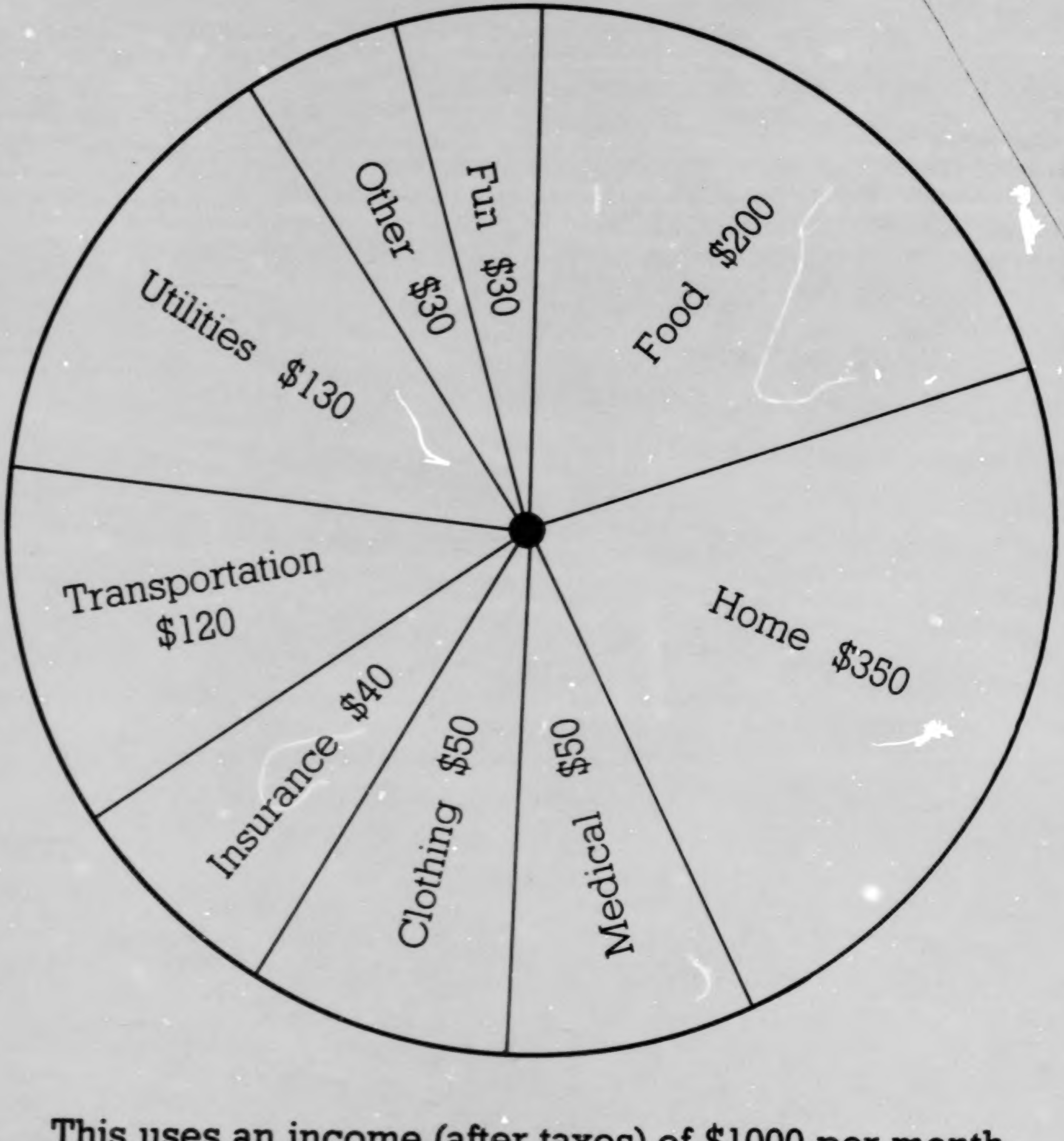
These two lines must be equal.

Monthly Expenses

									Total
Plan to Spend									
Week	Home	Food	Utilities	Transportation	Clothing	Insurance	Medical	Fun	Other
Spent 1									
2									
3									
4									
Totals									

If the totals are the same or less than what you planned to spend, then you are doing great!

Common Expenses



This uses an income (after taxes) of $1000 per month.
Expenses will vary depending on where you live.

MONEY MANAGEMENT

If you have always had discretionary money of your own, rather than money given to you for specific purposes, you may already have devised a way of managing money so that you have enough for whatever is important to you. If you have not had money to manage in the past, you may need help in arriving at the point where you can have money for whatever is important to you.

A Plan

Planning for managing your money is usually called budgeting, a word that rarely brings pleasant thoughts to people. If you think of it as setting priorities for your money, it may seem more palatable. In constructing a plan for managing you money you can expect to gain at least four benefits:

1. A plan will tell you where your money is coming from and when you can expect it.
2. A plan will provide for the necessities first and the comforts, self-improvements, and luxuries in the order you prioritize them.
3. A plan will give you a means for saving and staying out of debt if that is important to you.
4. A plan will help you build good habits for spending.

To start a money management plan you must first of all construct an outline of where you get money from and when you expect it. List only the net amounts (what you actually get with taxes and other withheld amounts taken out). Include such things as interest income from savings accounts, gifts you may receive from your family, bonuses, and tax refunds.

Make a chart that shows your fixed expenses--the "must spend" amounts. Be sure to include your rent or mortgage, utility bills (telephone, electricity, gas, water), real estate taxes, income taxes that are not withheld on such income as interest, insurance, and medical and dental payments, and include in this list what you think you must save each time period to feel secure. If you have installment payments such as for your car, they belong in this "must" list. After you include all your fixed expenses, total each column and subract the monthly amounts from your monthly income in the first listing you made. That will give you what you have left for comforts, self-improvements, and luxuries--your day-to-day expenses.

Use the same headings for the time periods and make a list that shows your day-to-day expenses.

If you have a checking account with records of expenses for these items, you have accurate figures to use. If not, you must establish accurate figures by keeping a daily diary for a few weeks. This list should include such items as food, household expenses and repairs, furnishings, clothes, transportation, personal care items, education, recreation, gifts, and contributions. You may think of other items to include in your list.

You may need some guides for this listing. It is tempting to set unreasonable limits on these items. You should use amounts that are realistic. You cannot cut down on food, for example, without specific ideas for cutting down, such as substituting low-cost items you like for the high-cost items you usually buy.

By keeping a diary for a while, you can see your spending patterns emerge showing your priorities. By profiling your spending patterns, you learn something about yourself--where you put your money, one of your major resources.

If you are spending more than your income, you will see that quickly too. You will also see places where you can cut to bring expenses in line with income using this planning method. Large expenses, such as a medical checkup and your vacation, that occur only once a year can be anticipated and planned for.

Handling Money

Once you have your income and expenses reasonably managed in terms of amounts, you need to establish a method of day-to-day handling of your money. Your first consideration probably will be safety; the second, accessibility; and the third, rate of return, if any. For most people, a checking account provides the safest and most accessible vehicle for day-to-day management of money. Some checking accounts provide interest on the balance and some do not. Those that do often provide only a minimal interest rate and require that you keep a substantial balance in the account to avoid charges for check writing and servicing. That substantial required balance may earn you more interest in another kind of savings account--more than the charges would be on a non-interest-bearing checking account. You should carefully check the requirements of the checking accounts comparing costs before you select one. Ask if you qualify—as a student, employee of a particular firm, or in some other way--for a special no-charge checking account at the banks available to you. If you do not, you probably will have to select from accounts that:

1. Require a particular balance that exempts you from service charges but pay no interest on that balance.
2. Require no specific balance but charge you a set amount per check.
3. Require a specific balance that allow you a certain number of free checks per time period and set a specific charge for checks above that number during each time period (month, quarter, etc.).
4. Require a substantial balance that allows you a certain number of free checks and pay interest on the balance in you account. This account may or may not return you canceled checks to you. If it does not, it will provide a listing of your checks cleared for each time period.

Many kinds of accounts are offered because no one kind suits every person's needs. You should decide approximately how many checks you will write per month and figure comparative costs on the kinds of checking accounts available to you. Don't forget to figure the interest you will lose on the required balances as part of the costs for those kinds of checking accounts.

When you are selecting a bank other considerations are:

1. Savings accounts and rates the banks pay. Are they comparable to other savings institutions in your area?
2. Interest compounding. The more frequently the interest is compounded on savings, the better for you. Make sure your bank is competitive in this area.
3. Availability of your money. Some banks require collection of the money on checks you deposit into your account before they let you write checks on the money. Make sure your money is available to you as quickly as possible and that the bank you select gives you quickest access to your money.
4. Insurance. Banks may or may not be insured federally. If they are not, see what insurance your money has while they handle it.
5. Loans. Check to see if the bank gives you preferential treatment on loans because you also have a checking account there. Many banks do.
6. Safe deposit boxes. If you have documents that must be protected, such as tax returns, deeds, securities, jewelry, or other valuables, you probably will need a safe deposit box. Check on the availability and the cost of the box.
7. Proximity and hours open. Be sure the bank is open when you can do your banking.

In addition, here are some reminders about keeping you checks and checkbook in order:

1. Date each check accurately. Banks can refuse to accept a check which is dated ahead. Number your checks consecutively so that you can keep track of them. Stolen checks with your account number can be cashed and cause you a great deal of trouble.
2. Write your figures as close to the dollar sign as you legibly can. Space left there invites people to add figures to the amount. On the middle line, spell out the amount and draw a line in the unused space to the word dollars.
3. Decide on a legible signature and don't vary it with additional initials or with titles. Women, married or not, should use their given names. No Mr., Mrs., or Ms. should be used.
4. If you use checks for less than a dollar amount, use a decimal point before the number between it and the word cents after it. On the middle line, write "only (the amount) cents" and draw a line through the word dollars.
5. Keep a close count on your checks. Professional criminals steal checks from the back of your book so that it takes longer for you to discover the theft. Technically, people who take checks in payment are supposed to get identification from people who sign checks.

Professional criminals, however forge millions of dollars' worth of checks using stolen blank checks every year. Take care of yours; guard them like you guard your money. They almost are money.

6. When you endorse checks others have given you, you can protect yourself by restricting the endorsement. A nonrestricted (blank) endorsement is simply your name written on the back of the check. That makes the check payable to the bearer just like cash. If you restrict the endorsement by writing "Pay to the order of (name of the person or store)" before you sign your name, the check must be endorsed by the person you named before it can be honored. Endorsing with "For deposit only to the account of (your name)" restricts the check to deposit to your account, and it cannot be cashed by anyone who may intercept it.
7. Deposit checks as soon as you get them. Banks may refuse to honor checks more than three months old.
8. Never write a check to cash unless you are standing at the teller's window in your bank. Such checks may be cashed by anyone and used just like cash.
9. Keep accurate records of checks you write. These records may protect you from errors, taxes, and people or organizations that "forget" that you paid your bill.
10. Never, but never, sign a blank check.
11. If you make a mistake on a check you are writing, write VOID across it, put it in your cancelled check file, and start over. Banks can refuse to honor checks with corrections made on them.
12. Always use nonerasable ink on your checks. Using pencil invites people to change the amounts.
13. If you ever lose a single check, notify your bank immediately.
14. If your bank statement is ever mislaid or not received in the mail on time, notify your bank immediately.
15. Reconcile your bank statement within a day or two after you get it. Banks do make mistakes and so do you. You need to check on both of you regularly to keep your records accurate.
16. Destroy old checks and deposit slips if you change addresses or your name. Don't leave your coded number intact with the checks. You invite people to access your account if you do.

Tax Records

Part of good money management is learning to keep good records for tax purposes. The records that you should keep include:

1. A permanent record of your earnings including W-2 forms from your employers, 1099 forms from organizations that pay you interest income, and other kinds of statements showing miscellaneous income. When you make deposits other than your payroll check to your checking account, you should note on the deposit slip where the money came from. If it is ordinary income for tax purposes, you will be taxed on it when you file your tax return. If it is not ordinary income, you need a record

so that you can substantiate not paying taxes on it. Income that may be tax exempt includes small cash gifts from family and friends and money you are reimbursed for business expenses.

2. A record of transportation costs (other than commuting to and from work) that are for business purposes. If you use your own car for such transportation, keep a record of the original cost of the car, annual total mileage, business mileage, gasoline and oil, repair costs, garage rent, license and registration fees, tolls, and any other costs that are business related.
3. If you travel out of town for business purposes, keep a diary of all travel expenses involved including hotel bills, transportation costs, taxi fares, meals, tips, telephone charges, stenographer fees, out-of-town clothes cleaning, and anything else you pay for during the travel. Keep receipts, paid bills, and cancelled checks to document travel expenses.
4. If you make charitable or religious contributions, keep a careful list of all of them. If they are other than cash, list the fair market value of the items. Keep account of mileage to and from the place where you make the contribution if you transport it yourself.
5. A record of all medical and dental bills including the mileage to and from the office of the physician and dentist.
6. A record of all amounts relating to the purchase of a house or apartment including commissions, legal fees, and improvements you make on the property.
7. If you purchase or sell stock, keep complete records of the transactions including date of purchase and sale, commissions, price, and dividends.

Savings Accounts

Most people need at least two months' income saved to feel comfortable. It is not unusual for people to keep six months' income in savings in case of emergencies. Whatever amount you decide to save, you must decide what vehicle you need to keep it in. Savings accounts provide you income in the form ot interest. The rate of interest you can earn depends upon how much money you have to deposit and how long you can leave it in the account. The lower the rate of interest, the more accessible your money, generally speaking.

Passbook savings accounts make your money instantly available and usually can be started with little as $5. The rate of interest on these accounts is the lowest of the accounts offered.

Time deposits are available at higher rates of interest. The length of time varies from institution to institution. If you do not leave your money in the account for the specified time, you usually pay a penalty. Your interest, however, can usually be withdrawn at any time without penalty.

Certificates of deposit usually pay the highest rate of interest, but you incur a penalty if you withdraw the principal before the end of the time period. Often these certificates do not compound the interest like time deposits do. The often require substantial amounts for purchase.

Many other vehicles are available for saving. You should compare their earnings with the ones listed above and select the best rate you can get for the amount of money you have. If you are just starting your savings, you may start with the passbook account. When you accumulate enough to qualify for a higher rate in another kind of account, you can transfer your money to the higher-rate account.

Loans and Credit

Borrowing money is the opposite of saving money. When you save in a passbook account or other vehicle, you are loaning your money to the institution and they pay you for the loan. When you borrow money from one of these institutions, they charge you for the loan. When you buy things on the installment plan, you are borrowing money at an interest rate and getting earlier use of the item than you would get if you saved your money for it. The cost of the interest should be calculated as part of the cost of the item. When you save for an item, the interest you earn will aid you in getting the item sooner than you otherwise would.

Cash buyers pay the least money for items. Cash buyers can shop around for the lowest price and are not tempted to overbuy. Dealers know this and offer "easy credit terms" to encourage noncash buyers who are tempted to overbuy to use their stores.

When you charge or buy things on credit, you have the privilege of enjoying the purchase while you pay for it. You can gain discipline by making regular payments on the price plus interest, but you will pay more than a cash buyer.

Some good times for using credit are:

1. When you are trying to establish your household and you need appliances immediately, such as a refrigerator.
2. When you have a genuine emergency for which you do not have cash.
3. When attractive seasonal sales or specials offer lower prices that make the item comparable to a cash purchase and you really need the item.
4. When you are using the money to invest in college or other education. Borrowing money for education usually pays off in increased income for the borrower.
5. When the price of something you need is increasing sharply.

Poor times for buying on credit or borrowing money are:

1. When you don't have a reasonable prospect of repaying the amount.
2. When you are buying something on impulse and the payment terms seem so easy that you think you can make them.
3. When you are buying something to boost your morale.
4. When you are trying to increase your status.
5. When your credit purchases strain your cash reserves and wreck your budget because your payments are so high. 6. When you are purchasing with the expectation of future salary increases.
7. When you are gambling on something risky.
8. When you are using the borrowed money to maintain your daily expenses.
9. When what you are buying will wear out before you make the last payment.

Use everything you know about credit when you are considering using it:

1. Shop around for credit and compare the costs. A credit card account often charges you more interest than a bank would for a loan for the same amount.
2. Keep a close check on your installment loan payments to be sure they don't tax your day-to-day expense budget.
3. Ask lots of questions about the credit deal you are making. The annual percentage rate is the most comparable rate you can use to evaluate various deals. Actual interest over the term of the loan can be compared.
4. To be sure you are not being hooked into an "easy payment plan" by the seller, ask yourself if you would buy the item for cash if you had the cash.
5. Before you sign any contract, study it carefully, and be sure you keep a copy of the contract.
6. Keep copies of your receipts or cancelled checks showing your payments.
7. Stagger your installment debt purchases. Pay off one before you take on another. Don't pile one payment on another.
8. Have the courage to say no if anything looks out of order when you are investigating the deal. Take time to think things over and compare deals. If no time is allowed you for thinking, the deal probably cannot bear the scrutiny you would give it; it has flaws and you should avoid it.
9. Remember that most of the time you cannot cancel the debt by returning the merchandise; you still owe the debt whether you keep the merchandise or not.
10. Never buy anything on credit unless you know the APR (annual percentage rate of interest) and never borrow money from a loan shark. Don't sign a contract for debt that has blank spaces in it, and never cosign a note for anyone whose debt you are not willing to pay.

Good use of credit can establish you as a good credit risk and allow you to enjoy many things while you pay for them. Poor use of credit can wreck your reputation in your community and make life more difficult for you in many ways. Keep the considerations for the proper use of credit uppermost in your mind when you decide to use it. Misuse of if will follow you for many years hampering your purchase of a home, a car, and many smaller items on credit when you need them.

Promptness In Bill Paying

All of your accounts should be payed promptly. This is the rule. Your credit rating is dependent upon this. Being punctual in meeting financial obligations keeps your stature with others high.

When you buy something on credit you should already have made provisions to pay for it when payments are due. It is best to resist the temptation to purchase everything on credit. If you assume to many financial commitments, you may find yourself making such large monthly payments that there is not enough resources left to meet essential living expenses.

Failure to meet your financial obligations can lead to a number of problems. Credit collectors often contact employers which can put one in a bad light. Court action can also be taken if you are particulary delinquent. Finally your credit rating can be ruined.

The bottom line is that when you make arrangement for credit you are legally and morally obligated to meet the terms of the arrangment.

Credits:

From Dimensions In Professional Development, 2nd ed. Reynolds, Carol, South-Western Publishing Company, Cincinnati, OH, 1982. Used by permission.

NAME ____________________

INCOME AND EXPENSE RECORD FOR MONTH OF

	Date	EXPLANATION	TOTALS		DISTRIBUTION OF SAVINGS AND EXPENSES							
			Rec pts	Paym ts								
1												
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Income and Expense Record

HO-5

NAME ____________________

INCOME AND EXPENSE RECORD FOR MONTH OF DECEMBER

	Date	EXPLANATION	TOTALS Recpts	TOTALS Paymts	DISTRIBUTION OF SAVINGS AND EXPENSES: Savings	Food	Clothing	Household	Transportation	Recreation Education	Gifts + Contributions	Health + Personal Care
1	Dec. 1	BAL. FORWARD	6 —									
2	1	NET SALARY	626 —	50 —	50 —							
3	2	Rent		150 —				150 —				
4	2	Telephone Bill		25 —				25 —				
5	2	Electricity Bill		25 —				25 —				
6	2	water Bill		12 —				12 —				
7	5	Gas Bill		45 —				45 —				
8	6	Stove Repairs		12 —				12 —				
9	7	Groceries		35 —		35 —						
10	7	Supplies (House)		20 —				20 —				
11	9	Shoes		25 —			25 —					
12	10	Church		25 —							25 —	
13	12	MOVIE		5 —						5 —		
14	12	Groceries		3 50		3 50						
15	15	CHristmas Gift		3 —							3 —	
16	18	CHristmas, tree, etc.		27 50						27 50		
17	20	Groceries		24 —		24 —						
18	21	CHristmas Gifts										
19		MotHer		10 —							10 —	
20		BrotHer		5 —							5 —	
21		FatHer		10 —							10 —	
22	22	Doctor Bill		12 —								12 —
23	23	Groceries		22 —		22 —						
24	27	Life Ins Premium		15 —								15 —
25	27	Health Ins.		24 —								24 —
26	30	Gas Bill		47 —					47 —			
27			632 —	632 —	50 —	84 50	25 —	234 —	47 —	32 50	53 —	51 —
28												
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Unit VIII - PERSONAL MANAGEMENT

Lesson 4: Guidance for Personal Problems or Enrichment

Objective: The student will be able to identify possible community resources for help with personal problems or guidance for personal improvement.

Study Questions:

1. What do we mean by community resources and give several examples?
2. What are some instances when you might like or require some help or guidance with your personal life? Give examples of health and human services resources.
3. How can you obtain legal guidance or counseling?

References:

1. Handouts
   a) HO-6: Community Resources for Personal Help, Guidance and Growth

Unit VIII - PERSONAL MANAGEMENT

Lesson 4: Guidance for Personal Problems or Enrichment

TEACHING PROCEDURES

A. Review previous lesson.

B. Motivation

Most of us at some time or another needs some help with a personal problem, help with a legal problem or just would like to explore avenues for personal improvement but we do not know where to start or where to ask for assistance. In most communities, assistance for these kinds of things are available.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask students to name the community resources in your region or town. List these on the board. Discuss why these are available and how they are of help to various people.

   What do we mean by community resources and give several examples?

   1) Communities are full of resources - things they offer the people who live there to help them live a happier, healthier, more fulfilling and productive life
   2) Examples include:
      a) Shopping places
      b) Post office
      c) Churches
      d) Schools
      e) Job counseling and seeking services
      f) Health services
      g) Counseling
      h) Legal assistance

2. Discuss the fact that anyone at anytime in there life may need some outside help with personal problems and that this is nothing to be ashamed of. Also point out that help is always available.

   What are some instances when you might like or require some help or guidance with your personal life?

   1) There are many reasons
      a) Drug or alcohol abuse
      b) Mental or nervous problems
      c) Child abuse
      d) Family planning
   2) Sources of help include
      a) Church

b) School officials
c) Special facilities and/or programs
d) Hot lines
e) Halfway houses
f) Police
g) Mental hospitals
h) Others

3. Discuss why one might require legal guidance and discuss how to go about obtaining legal guidance. Discuss legal fees.

How can you obtain legal guidance or counseling?

1) Lawyer Referral Service (in Missouri)
2) Look in the phone book
   a) Attorneys
3) Legal clinics
4) Public defenders (in the case of criminal offense)
5) Legal aid office

F. Other Activities

Ask a community representative to speak to the class about resources for personal problems to be resolved.

G. Competency

Identify possible community resources for help with personal problems or guidance for personal improvement.

H. Answers to Evaluation

1. Things a community offers to enrich the lives of people

2. Refer to discussion of study question number 2.

3. a. toll-free telephone referral
   b. yellow pages
   c. legal aid office, etc.

4. a. church
   b. hospital
   c. Family Planning office
   d. drug and alcohol abuse programs

Unit VIII - PERSONAL MANAGEMENT

Lesson 4: Guidance for Personal Problems or Enrichment

EVALUATION

1. What do we mean by community resources?

2. What are some instances when you might require help with a personal problem?

3. List three ways of finding legal help.

   a.

   b.

   c.

4. Give four examples of community resources.

   a.

   b.

   c.

   d.

COMMUNITY RESOURCES FOR PERSONAL HELP, GUIDANCE AND GROWTH

Your community is full of resources. Do you know what is meant by "community resources"? They are the things a community has to offer the people who live there.

Bigger communities often have more resources than small ones. But even small communities have a lot to offer the people who live in them. The more you know about your community's resources, the more you will like your community.

Every community has resources such as places to shop, a post office, churches and schools. These are just a few of the resources that we know about and can find in a community. What other resources may be offered by communities? We will look at four different sorts of resources:

1. Education and training resources
2. Job assistance resources
3. Health and human services resources
4. Leisure time resources

EDUCATION AND TRAINING RESOURCES

Some of the most important resources are ones that offer education or training for jobs. We know that schools are a resource for youths, but there are a lot of education and training opportunities for adults too.

Adult Education

More and more, adults are going back to school. Adult education classes are held during the day and also at night to fit everyone's needs. People who have not finished high school can study to pass the G.E.D. test which gives them a diploma equal to a high school diploma.

People who have graduated often take courses on things they are interested in because they want to keep on learning. Learning should go on through a person's whole lifetime. Adult education makes that possible.

Community Colleges

Many areas have two-year community colleges. Community colleges also offer training for different careers such as clerical work, restaurant, business, x-ray, or dental technician, and many others.

Four-Year Colleges and Universities

Some communities have colleges or universities. A college degree is needed to get a job in many professions. But there are many jobs that don't need a college degree.

Vocational and Trade Schools

Vocational schools are for high school students and adults. Trade schools are for people who have finished high school. Both kinds give students training for an occupation. Some of the training programs offered may be in plumbing, auto repair, health, agriculture, computers or electronics.

Apprenticeship

Another way to learn a skilled trade is by getting into an apprenticeship program. Apprentices are paid while they are trained. Part of the time they learn by working, and part of the time they get classroom instruction in their trade. School counselors can tell you more about an apprenticeship.

Federal Job Training Programs

Some job training programs are paid for by the federal government. CETA was one of those programs. JTPA is the newest of these programs. These programs offer job training to people who can't find jobs or who don't have the money to pay to be trained.

Employer Training

Many companies train the people they hire. They may give them on-the-job training, or they may train their employees first and then put them to work. If you are trained by your employer, you will be paid while you learn.

JOB ASSISTANCE RESOURCES

What resources are there in your community to help a person find a job or pick a career? Most of the education and training resources you just read about can help you choose. There are also some other places to get these services.

Employment Agencies

You have studied public and private employment agencies. Some towns have the public kind that helps people find jobs and does not charge a fee. The private employment agencies charge a fee for finding you a job.

Career Counseling Services

Many people don't know what kind of career would be best for them. They may have a job but are not satisfied with it. Or they may not have a job and don't know what kind they want. Career counseling is very helpful to such people.

If you go for career counseling, you may be given some tests to help you see what you like to do and what you can do well. You may also find out about the kinds of jobs that are in your interests. You also learn how much education or training different jobs take.

Many high schools offer career counseling to students for free. For people who are out of school, career counseling is done at community colleges, universities, or at private career counseling agencies which charge a fee.

HEALTH AND HUMAN SERVICES RESOURCES

Beside resources that help people get education, training, or jobs, communities have other ways to help people. If you check, you may find one or more of these resources in your area:

Hospitals and Health Clinics

Good health care is a most important human service. You may find clinics that give free check-ups for your eyes, blood pressure, TB, or free immunizations. These are shots to protect against childhood diseases such as mumps and measles.

Other services that can be found are drug or alcohol abuse programs for abusers and their families. There are family planning agencies to help people make choices about when to have babies. Many communities have mental health centers and counseling services.

Daycare Centers

In more families than ever, both parents work outside the home. The need for good daycare centers for children is greater every year. Daycare is offered by some people in their homes for small groups for children. There are larger centers in churches and other places.

Resources for People With Handicaps

People with physical or mental handicaps can find agencies that offer them services. Such agencies help these people protect their rights, get training and jobs, and find leisure time activities.

Other Human Services

There are many other resources to help people. Housing agencies help low-income people find places to live. Soup Kitchens or Meals on Wheels have hot meals for needy or elderly people. Women's Centers may help women get ready for careers or counsel them if they have been raped. Organizations for minorities protect their rights and help them get ahead in society. Halfway houses help people from drug programs, prisons, or mental hospitals. There are organizations for single parents, hotlines for runaway teens and people in crisis and there are sex education programs for parents and children.

GETTING LEGAL SERVICE

When do people need lawyers? Not often, you hope, because they are expensive. But there are some things that a lawyer should help with:

1. Defending you if you are arrested
2. Handling lawsuits
3. Divorce or child custody cases
4. Buying or selling a house or land
5. Helping you collect money someone owes you

If you needed a lawyer, would you know how to find one? You could ask a friend or relative if they know of a good one. Or, if you live in Missouri, you could call the Missouri Bar's Lawyer Referral Service at 1-800-392-8777. It is a toll-free number listed in the yellow pages of the phone book.

When you call this number someone will listen to your problem and tell you if you need a lawyer or not. They may suggest some government agency to help with your problem. If you do need a lawyer, they will give you the name of one in your area.

Another way to find lawyer is to look in the phone book's yellow pages under "Attorneys." Call a few and ask about their fees. Some may have ads in the yellow pages offering a free half-hour meeting to hear your problem.

Remember, lawyers are expensive. They charge between $40 and $60 per hour for their time. Make sure you know their fees before you go to them. There are also legal clinics in some areas that are less expensive than lawyers.

What if you can't afford a lawyer? If yours is a criminal law case, the state will have a public defender for you. A public defender is a lawyer paid by the state to represent accused people who don't have the money to hire a lawyer.

If your case is a civil matter, you may be able to get help at a legal aid office. For example, legal aid lawyers defend low income people who have been evicted from their homes or who have landlord problems. They handle divorce cases. They help with problems with food stamps or Social Security benefits, and many other civil law cases.

A legal aid office gives free legal help to people who qualify. The income and number of people in your family are the things that tell if you qualify for legal aid.

Credit:

Introduction to Cooperative Occupational Education, Instructional Materials Laboratory, University of Missouri-Columbia.

AGRICULTURAL BUSINESS

Unit IX - Microcomputers in Agribusiness

LESSONS:

1. How are microcomputers used in agribusinese?
2. Operating the Microcomputer
3. How is a fertilizer worksheet developed using VisiCalc?

OBJECTIVES:

1. Given a written evaluation, the student will identify specific applications of microcomputers in agribusiness and sources of software for these applications with 75% accuracy.
2. Given a written evaluation, the student will identify major components of the microcomputer and their functions with 75% accuracy.
3. Given a microcomputer, VisiCalc, a blank diskette, and a list containing products and prices, the student will prepare a fertilizer worksheet as evidenced by 75% mastery of the performance checklist.

COMPETENCIES TO BE DEVELOPED:

1. Identify specific applications of microcomputers in agribusiness and sources of software for these applications.
2. Identify major components of the microcomputer and their functions.
3. Prepare a fertilizer worksheet using a microcomputer.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Have students contact computer vendors for information on agriculture software and discuss with class.
2. Have students interview a local farmer, rancher or agribusiness person who uses a microcomputer and give a short report to class. Encourage the students to discuss the importance of the computer in relation to areas in which it is used.
3. Let students play games on the microcomputer to build their interest.
4. Have students dictate articles on computer uses in agribusiness and report on these uses in class.
5. Have a demonstration showing various uses of microcomputers in agribusiness.

6. Invite a local computer dealer or agribusiness computer user to class to discuss the need for students to develop competencies in computer use and to understand microcomputer applications in agriculture.

GETTING READY FOR THIS UNIT

A. References and Materials:

The references and materials listed below are only suggestions. This does not imply that they must all be used. Using any of the suggested texts and a selection of the other materials should be sufficient to successfully teach the unit.

1. Microcomputer Applications in Agriculture, 1984, Mid-America Vocational Curriculum Consortium, Inc., (MAVCC) 1500 West Seventh, Stillwater, Oklahoma 74074.

2. VisiCalc, VisiCorp, 2895 Zanker Road, San Jose, CA 95134. (May be available through local vendors.

3. Handouts and transparencies as well as the MAVCC publication are available from the Instructional Materials Laboratory.

EVALUATION:

1. Give short objective tests at the end of each lesson and at the end of each unit.

2. Observe changes in behavior as evidence of an improved ability of the students to deal with problems in this unit using background acquired from earlier units.

3. Observe students' attempts to solve similar problems in their supervised occupational experience programs.

4. Instructors are urged to adapt the product/performance checklists to classroom situations. The number of points for mastery should be determined to reflect a passing grade, and items which must be completed satisfactorily should be indicated. The student should be allowed to review the checklist before attempting mastery.

UNIT IX - MICROCOMPUTERS IN AGRIBUSINESS

Lesson 1: How are microcomputers used in agribusiness?

Objective: The student will outline where, how, and why microcomputers are used in agribusiness and identify where to obtain programs.

Study Questions:

1. **What major agribusiness career areas use microcomputers?**
2. **What ways are microcomputers used in agribusiness?**
3. **Why are microcomputers helpful to agribusiness?**
4. **Where can you obtain microcomputer programs (software) for agribusiness?**

References:

1. Microcomputer Applications in Agriculture, Mid-America Vocational Curriculum Consortium, Inc., 1984.
2. Transparency Masters
   a) TM-1: Ways Microcomputers Are Used in Agribusiness
   b) TM-2: Sources of Microcomputer Software
3. Handout
   a) HO-1: Microcomputers in Agribusiness
4. Assignment Sheet
   a) AS-1: Determine Specific Sources of Agribusiness Software
5. Microcomputer Applications in Agriculture Resource List

UNIT IX - MICROCOMPUTERS IN AGRIBUSINESS

Lesson 1: How are microcomputers used in agribusiness?

TEACHING PROCEDURES

A. Review Unit VII, Business Procedures and Records. Introduce the unit by giving a short overview of the lessons to be covered and what is expected of each student such as assignments and evaluations.

B. Motivation

The agribusiness relies on information to make accurate decisions in its operations. All businesses, no matter how small, need a smooth flow of information to owners and managers. Microcomputers can help collect and process information accurately and quickly. Eighty percent of all agribusiness occupations use computers.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students for examples of the career areas in which microcomputers are used. Students may give specific examples; write these on the board and organize suggestions into major categories.

   What major agribusiness career areas use microcomputers?

   1) Manufacturing and processing
   2) Distribution
   3) Services for agribusinesses
   4) Government services
   5) Professional and scientific services
   6) Sales

2. Ask the students what specific ways microcomputers can be used in agribusiness. Put the list on the board. The following list is only a partial list of the ways micorcomputers can be used. Try to add to it. (Refer to TM-1.)

   What ways are microcomputers used in agribusiness?

   1) Provides financial recordkeeping
      a) Monthly and annual reports
      b) Customer financial reports
      c) Tax reports
      d) Profitability reports
   2) Provides inventory information
      a) Orders new stock when needed
      b) Maintains a daily inventory report
      c) Lowers inventory needs and investment
      d) Maintains higher quality products by producing faster

item turnover

3) Provides for in-house recordkeeping
   a) Payroll
   b) Department transfers
   c) Employee scheduling
   d) Employee purchases
4) Provides customer services and communication
   a) Itemized billing
   b) Quicker credit analysis
   c) Faster service by identifying item on hand and location
   d) Word processing
   e) Direct mailings of advertisements
5) Provides tax and accounting services
   a) Social Security records
   b) Sales tax records
   c) Income records
   d) Expenditure records
   e) Financial summary
6) Control equipment
   a) Heating or air conditioning
   b) Lights
   c) Security system
   d) Specific equipment used in the business
7) Special applications specific to the business
   a) Formulates feed rations
   b) Calculates pesticide and fertilizer rates
   c) Provides information to warehouses for quick ordering
   d) Provides market news and reports

3. After or during the discussion of the ways microcomputers are used in agribusiness, ask the students why these uses are helpful to agribusinesses.

Why are microcomputers helpful to agribusiness?

1) Determines the profitablity of goods and services
2) Processes income tax financial reports
3) Helps verify information needed to establish credit and/or make investments.
4) Helps in making decisions
5) Improves the efficiency of providing data to customers
6) Controls equipment and facilities
7) Improves the profit margin
   a) Improves effectiveness of using existing labor
   b) Controls inventory closely which reduces the amount of stock, lowering the amount of interest paid to suppliers
   c) Identifies customers with bad credit ratings
   d) Improves exployee accuracy
   e) Provides information that helps eliminate seldom sold products and low profit items

4. Ask the students to list sources of programs (software) for agribusiness. Show TM-2 to the students. Use AS-1 and hand out catalogs or direct students to a local computer store if one is

convenient. (Note: You may want to send for catalogs from resource list provided.)

Where can you obtain microcomputer programs (software) for agribusiness?

1) Commercial vendors
2) College of Agriculture departments
3) Extension Service
4) Computer user groups
5) Agriculture magazines/newsletters
6) Custom programs
7) Personal programing
8) Time sharing systems

F. Other Activities

G. Competency

Identify specific applications of microcomputers in agribusiness and sources of software for these applications.

H. Answers to Evaluation

1. Any four of the following or others as determined by the instructor:
   a. manufacturing and processing
   b. distribution
   c. services for agribusiness
   d. government services
   e. professional and scientific services
   f. sales

2. Any two from each of the following or others as determined by the instructor:
   a. monthly and annual reports, customer financial reports, tax reports, profitablity reports
   b. orders new stock, daily inventory report, lowers inventory needs and investment, maintains higher quality products by producing faster item turnover
   c. payroll, department transfers, employee scheduling, employee purchases
   d. itemized billing, quicker credit analysis, faster service, word processing, direct mailings of advertisements
   e. social security, sales tax, income, and expenditure records and financial summary
   f. heating or air conditioning, lights, security system, specific equipment used in the agribusiness
   g. formulates feed rations, calculates pesticide and fertilizer rates, provides information to warehouses for quick ordering, provides market news and reports

3. a. profitablity
   b. verify, investments
   c. decisions

d. existing
e. accuracy

4. Any five of the following or others as determined by the instructor:

    a. commercial vendors
    b. College of Agriculture departments
    c. Extension Service
    d. computer user groups
    e. agriculture magazines/newsletters
    f. custom programs
    g. personal programing
    h. time sharing systems

I. Answers to Assignment Sheet

To be determined by instructor

Lesson 1: How are microcomputers used in agribusiness?

EVALUATION

1. List four different agribusiness career areas in which microcomputers are used.

   a.

   b.

   c.

   d.

2. List two specific ways a microcomputer is used in an agribusiness under the following headings.

   a. Provides financial recordkeeping

      1)

      2)

   b. Provides inventory information

      1)

      2)

   c. Provides for in-house recordkeeping

      1)

      2)

   d. Provides customer service and communication

      1)

      2)

e. Provides tax and accounting services

1)

2)

f. Equipment Control

1)

2)

g. Special applications specific to the business

1)

2)

3. Complete the following sentences that describe why microcomputers are helpful in an agribusiness.

a) Helps determine the __________ of goods and services.
b) Helps __________ information needed to establish credit and/or make __________.
c) Helps in making __________.
d) Improves the effectiveness of using _________ labor.
e) Imrpoves employee __________.

4. List five sources of microcomputer programs for agribusinesses.

a.

b.

c.

d.

e.

MICROCOMPUTER APPLICATIONS IN AGRICULTURE

RESOURCE LIST

Software

(NOTE: The following is an alphabetical list of agricultural software dealers who may be able to provide additional programs for use in the application units. Information can be obtained by writing to the addresses below.)

Ag-Com
P.O. Box 706
Muscatine, IA 52761
(319) 264-3267

Agnet
105 Miller Hall
University of Nebraska
Lincoln, NE 68583
(402) 472-7211

Ag Plus Software
906 South Main
Ida Grove, IA 51445
(712) 364-2135

Ag Pros Micro Systems
c/o FIN Computer Analysis Data Center
1999 Shepard Road
St. Paul, MN 55116
(806) 745-3011

Agratron, Ltd.
6914 Dillon
Houston, TX 77061
(713) 641-1255
(Specializes in swine software)

Agri-Computer Systems
113 N. Ninth Street
Frederick, OK 73542
(405) 335-2320

Agricultural Computer Applications
1217 Beech Lane
Davis, CA 95616
(916) 756-8946

Agricultural Management &
Economic Consulting
315 Haggerty Lane
Bozeman, MN 59715
(406) 586-0548

Agri-Data Systems, Inc.
5050 N. 19th Avenue, Suite 204
Phoenix, AZ 85015
(602) 242-7882

Agri-Education, Inc.
815 Shakespeare
P.O. Box 66
Stratford, IA 50249
(515) 838-2785

Agri Soft
1001 E. Walnut
Columbia, MO 65201
(314) 443-4316

Agri-Ware
3426 East 242nd St.
Elko, MN 55020
(612) 461-3429
(507) 388-9290

Agri Ware, Inc.
P.O. Box 1715
Hereford, TX 79045

Apple Computer Inc.
20525 Mariani Avenue
Cupertino, CA 95014
(408) 996-1010
(General Computer Use)

RESOURCE LIST

Aurora Systems
2040 East Washington Avenue
Madison, WI 53704
(608) 249-5875
(Farm Accounting)

Bristow, Duane
Rt. 3 Box 444C
Albany, KY 42602
(606) 387-5884
(Farm Budget, Crop Cost, Income and Expense File Records)

Broussard Feeds, Inc.
110 E. Third Street
P.O. Box 2577
Lafayette, LA 70501
(318) 234-7378
(Feed Ration Pricing and Protein Calculations)

Business and Agri Services
R.R. 2, Box 118
Raymond, IL 62560
(217) 229-3584

The Computer Center
302 Commercial
Waterloo, IA 50701
(319) 232-9504

Computerized Farm
Information System
Box 302
Stillwater, MN 55082
(612) 436-7198

Computerland
2500 B South Columbia Road
Grand Forks, ND 55082
(612) 436-7198

Continental Software
12101 Jefferson Blvd.
Culver City, CA 90230
(213) 371-5612

Decision Data, Inc.
213 Lincoln Way
Ames, IA 50010
(515) 233-4807
(Farm Management Decisions, Budget Analysis, Crop Control)

The Electric Farm
Rt. 1, Box 86
Douglas, KS 67039
(316) 746-2650
(Farm Field Records)

Farm Soft
213 Lincolnway
Ames, IA 50010
(515) 233-4807

Fred's Micro Ware
Rt. #1, Box 162
Amboy, MN 56010
(507) 674-3068
(Farm Accounting, Soybean Cost Per Acre)

Great Plains Computers
113 Broadway
Fargo, ND 58102
(701) 293-8483

Harris Laboratories
624 Peach St., P.O. Box 8037
Lincoln, NE 68501
(402) 476-2811
(Corn/Soybean Management Series)

Harvest Computer Systems
203 West 11th St.
Alexandria, IN 46001
(317) 724-9527

Horizons Unlimited
5367 Sage
Edwards, CA 93523
(805) 258-8412

RESOURCE LIST

International Bureau of
Software Testing
536 Wendell, Suite 7
Sunnyvale, CA 94086

Jarrett Agri Sales, Inc.
R.R. 1
La Pel, IN 46051
(317) 534-4937

McGraw-Hill Book Company
School Division
1221 Avenue of the Americas
New York, NY 10020
(800) 223-4180
(Profit and Loss)

Micro-Ag
R.R. 1
Princeton, IA 52768
(319) 289-4358
(Ag-Nalysis)

Micro Learningware
P.O. Box 2134
North Mankato, MN 56001
(507) 625-2205
(Farm Program, Computerized Farm Records)

Minnesota Educational Computing
Consortium (MECC)
2520 Broadway Drive
St. Paul, MN 55113
(612) 376-1118
(Agriculture, Vol. I)

Photocom Productions
P.O. Box 3135
Pismo Beach, CA 93449
(800) 321-7367

Professional Farm Software
219 Parkdale
Cedar Falls, IA 50613
(Crop Master)

Thayer, Ed
P.O. Box 271
Greenview, IL 62642
(217) 968-5825
(Swine Breeding Herds Record Program)

Vocational Agriculture Service
College of Agriculture
University of Illinois
1401 S. Maryland Drive
Urbana, IL 61801
(217) 333-3873

Wait Cattle Co.
133 Carolyn Lane
Nicholasville, KY 40356
(606) 887-1563
(Cattle Feeding, Cost, and Break-Even, Land Analysis)

Zeiller, John F.
305 Card Road
Hillsdale, MI 49242
(517) 283-2101
(Poultry Egg Production and Feed Conversion)

RESOURCE LIST

Publications

(NOTE: The following is an alphabetical list of publications, which may be beneficial as supplemental teaching aids and reference materials and can be obtained by writing to the addresses below.)

Agricultural Computing Source Sheet
Doane Western, Inc.
8900 Manchester Road
St. Louis, MO 63144
(314) 968-1000
Monthly newsletter for computer users in agriculture.

Apple Orchard
908 George Street
Santa Clara, CA 95050
9 issues/year. Apple users only. News, software tips included.

Byte
70 Main Street
Peterborough, NH 03458
Monthly technical magazine. Detailed descriptions of hardware, construction articles, in-depth reviews.

Call A.P.P.L.E.
304 Main Street, Suite 300
Renton, WA 98055
7 issues/year. Apple users only. News, hardware tips, programs.

Compute!
P.O. Box 5406
Greensboro, NC 26403
Monthly. For Atari, Commodore, or Apple users only. Good tutorial approach, many programs, software tips.

Computers & Electronics
One Park Avenue
New York, NY 10016
Monthly. Many do-it-yourself hardware projects. Continuing coverage of audio, consumer electronics.

Creative Computing
39 E. Hanover Ave.
Morris Plains, NJ 07950
Monthly. For Apple, Atari, Radio Shack, IBM, and Commodore users. Evaluations and applications for home and school.

Creative Computing Buyer's Guides
39 E. Hanover Ave.
Morris Plains, NJ 07950
Two per year. Spring: Software Guide. Fall: Guide to Computers and Peripherals.

Educational Computer
P.O. Box 535
Cupertino, CA 95015
Bi-monthly. Success stories, how-to classroom applications, reviews.

Electronic Learning
902 Sylvan Avenue
Englewood Cliffs, NJ 07632
8 issues/year. Published by Scholastic. Lots of teacher contributions and reviews.

Instructional Innovator
1126 16th Street N.W.
Washington, D.C. 20036
Monthly. Covers audio visual, computers, and other related technology for schools.

Interface Age
16734 Marquardt Ave.
Cerritos, CA 90701
Monthly. Has moved toward primarily a business orientation. Good comparison charts of hardware and software.

RESOURCE LIST

Media & Methods
1511 Walnut Street
Philadelphia, PA 19102
9 issues/year. Aimed at elementary/secondary schools; covers audio/video as well as computers.

Microcomputer Index
2464 El Camino Real #247
Santa Clara, CA 95051
Quarterly. One-line descriptions of all articles, reviews, and programs in 39 magazines.

MicroDiscovery
P.O. Box 7500
Bergenfield, NJ 07621
Monthly. For beginners. Articles, tutorials, news. Very low level and non-technical.

PC
39 East Hanover Avenue
Morris Plains, NJ 07950
Monthly. IBM personal computer and clones. Huge magazine with articles, reviews of peripherals and software.

PC World
555 DeHaro Street
San Francisco, CA 94107
Monthly. IBM personal computer only. Articles, stories, reviews about IBM PC and look-alikes.

Personal Computing
50 Essex Street
Rochelle Park, NJ 07662
Monthly. Business orientation with some items for home and education. Many articles and success stories. Some reviews.

Personal Software
Hayden Publishing Co., Inc.
50 Essex Street
Rochelle Park, NJ 07662
Monthly. News, reviews.

Popular Computing
70 Main Street
Peterborough, NH 03458
Monthly. Orientation to beginners. Nice graphic presentation. Novice-level tutorials.

School Microware Reviews
P.O. Box 246
Dresden, ME 04342
3 issues/year. Collection of software reviews for elementary/secondary level. Best of its kind. Publishes directory also.

Softalk
11021 Magnolia Blvd.
North Hollywood, CA 91601
Monthly. Apple only. Cram full of articles, stories, reviews, programs, tutorials, hints.

Softalk for IBM Personal Computer
11021 Magnolia Blvd.
North Hollywood, CA 91601
Monlthly. Programs, industry gossip, new product information.

Softside
6 South Street
Milford, NH 03055
Monthly. Program listings for TRS-80, Apple, and Atari. Somewhat inner directed with little outside advertising.

80 Micro
80 Pine Street
Peterborough, NH 03458
Monthly. TRS-80 only. The bible for Radio Shack owners. Programs, tutorials, hardware hints, stories.

RESOURCE LIST

80-U.S. Journal
3838 South Warner Street
Tacoma, WA 98409
Monthly. TRS-80 only. Technical information, programs, reviews.

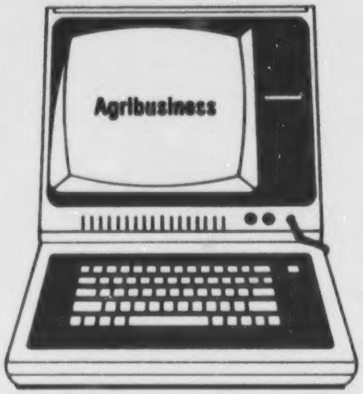
99'er
P.O. Box 5537
Eugene, OR 97405
Monthly. Texas Instruments only. Hints, programs, news, reviews.

Courtesy of MAVCC

Courtesy of MAVCC

Ways the Microcomputer is Used in Agribusiness

Provides Customer Services and Communications



Provides In-House Record Keeping

Controls Equipment

Provides Inventory Information

Provides Financial Record Keeping

Perform Jobs Specific to the Business

Provides Tax and Accounting Services

TM-1

Courtesy of MAVCC

Sources of Microcomputer Software (Agribusiness)

College of Agriculture Departments

Commercial Vendors

Computer User Groups

Agribusiness

Custom Software

Extension Service

Personal Programming

Time-Sharing Systems

Agricultural Magazines/Newsletters

TM-2

MICROCOMPUTERS IN AGRIBUSINESS

I. Career areas in agribusiness where microcomputers are used.

A. Manufacturing and Processing

These include refining raw materials from the farm into finished food and fiber products and manufacturing production materials, supplies, and equipment for farmers and ranchers.

B. Distribution

Finished products must be distributed to dealers and must be on hand and ready for the consumers when they want them. Distribution includes areas of transportation services, wholesale and terminal markets, warehousing and storage retail outlets.

C. Services for Agribusinesses

Some examples are banking, insurance, farm organizations, advertising, storage of farm commodities, tax managers, equipment dealers, and feed dealers.

D. Government Services

Besides the U.S. Department of Agriculture, which is the largest employer, each state and county employs one or more people who serve in the nonfarm activities of agriculture.)

E. Professional and Scientific Services

Some examples are economist, agronomist, nutritionists, veterinarians, agriculture consultants and vocational agriculture teachers.

F. Sales

Sales includes selling at wholesale and retail levels and it can occur in all career fields.

II. Ways microcomputers are used in agribusiness.

A. Provides Financial Recordkeeping
   1. Monthly and annual reports
   2. Customer financial reports
   3. Tax reports
   4. Profitability reports

B. Provides Inventory Information
   1. Orders new stock when needed
   2. Maintains a daily inventory report

    3. Lowers inventory needs and investment
    4. Maintains higher quality products by producing faster item turnover

C. Provides for In-house Recordkeeping
    1. Payroll
    2. Department transfers
    3. Employee scheduling
    4. Employee purchases

D. Provides Customer Services and Communication
    1. Itemized billing
    2. Quicker credit analysis
    3. Fast service by identifying item on hand and location
    4. Word processing
    5. Direct mailings of advertisements

E. Provides tax accounting services
    1. Social Security records
    2. Sales tax records
    3. Income reocrds
    4. Expenditure records
    5. Financial summary

F. Control Equipment
    1. Heating and air conditioning
    2. Lights
    3. Security system
    4. Specific equipment used in the business

G. Special Applications Specific to the Business
    1. Formulates feed rations
    2. Calculates pesticides and fertilizer rates
    3. Provides information to warehouses for rapid ordering
    4. Provides market news and reports

III. Reasons why microcomputers are helpful to an agribusiness.

A. To determine the profitablity of goods and services
B. To process income tax financial reports
C. To help verify information needed to establish credit and/or make investments.
D. To help in making decisions
E. To imporve the efficiency of providing data to customers
F. To control equipment and facilities
G. To improve the profit margin
    1. Improves effectiveness of using existing labor
    2. Controls inventory closely which reduces the amount of stock, lowering the amount of interest paid to suppliers
    3. Identifies customers with bad credit ratings
    4. Improves employee accuracy
    5. Provides information that helps eliminate seldom sold

products and low profit items

IV. Sources for microcomputer programs for agriculture. (Note: Microcomputer programs are called software.)

A. Commercial Vendors
B. College of Agriculture Departments
C. Extension Service
D. Computer User Groups
E. Agriculture magazines/newsletters
F. Custom programs--This type of software is specially developed by computer program business for a specific application usually unique to a particular business
G. Personal programs--These are programs developed by the microcomputer user
H. Time sharing systems--These are large databases that can be accessed by a telephone through a microcomputer

Credits:
Microcomputer Applications in Agriculture, 1984, Mid-America Vocational Curriculum Consortium, Inc., Stillwater, Oklahoma.

Determine Specific Sources of Agribusiness Software

Directions: Determine specific sources of agribusiness software which are readily available in your area. Be specific with information which will help you in obtaining the actual software when its use becomes necessary. Use the form provided to complete the assignment.

SOURCES OF SOFTWARE (Company name, address, phone, and contact person)	NAME OF PROGRAM	HARDWARE REQUIRED	PURPOSE OF SOFTWARE	COST	FEATURES

Courtesy of MAVCC

UNIT IX - MICROCOMPUTERS IN AGRIBUSINESS

Lesson 2: Operating the Microcomputer

Objective: At the end of this lesson the student will identify major components of the microcomputer and match the components with their function.

Study Questions:

1. **What terms do you need to know when operating microcomputers?**
2. **What are the major components of a microcomputer and their functions?**
3. **What are the introductory system commands and their functions?**
4. **How do you care for and maintain the microcomputer?**
5. **How do you care for a floppy diskette?**
6. **What factors need to be considered before duplicating copyrighted programs?**
7. **What factors need to be considered in system compatibilities?**

References:

1. Transparency Masters
    - a) TM-3: Major Components of the Microcomputer
    - b) TM-4: Flow of Computer Information
    - c) TM-5: Apple IIe Keyboard
    - d) TM-6: Radio Shack TRS-80 Model III Keyboard
    - e) TM-7: Handling a Floppy Diskette
    - f) TM-8: Inserting a Floppy Diskette
2. Handouts
    - a) HO-2: Operating the Microcomputer

UNIT IX - MICROCOMPUTERS IN AGRIBUSINESS

Lesson 2: Operating the Microcomputer

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Tell the students that learning to use microcomputers is like when the students first leraned how to ride a bicycle or frist learning to drive a tractor or a car. Once they understood all the contols and their basic functions it only took practice to become proficient at their operation.

C. Assignment

D. Supervised Study

E. Discussion

1. Refer to HO-2 and go through the list of terms and definitions that students need to identify for efficient operation of a microcomputer.

   What terms do you need to know when operating microcomputers?

   1) Arithmetic/logic unit - major component of the central processing unit which performs all arithmetic and logical operations under the direction of the control unit
   2) Auxiliary storage device - (mass storage) supplementary means of storing data
   3) Backup - to duplicate a file or separate piece of media in case the original is lost
   4) BASIC - Beginer's All-purpose Symbolic Instruction Code; programming language developed at Dartmouth College, for use in academic computing but widely used on microcomputers
   5) Batch processing - the accumalation and processing of data as a group
   6) Bit - smallest unit of information that can be recognized by a computer
   7) Boot the disk - process of adding the DOS commands to the Basic in Apple II
   8) Byte - the unit of measure of a computer's memory; normally holds one characher (usually 8 bits)
   9) Cassette tape cartridge - two reels of magnetic tape enclosed in a small plastic or metal cartridge that is used to store and retrieve data
   10) Cathode ray tube(CRT) - vacuum tube with a screen and controlled beam of electrons that may be used either as a display or storage device or both (commonly called the monitor)
   11) Central processing unit (CPU) - major component of a computer system responsible for processing all data handled

by the system; consists of the control and arithmetic/logic unit.

12) Chips - miniature integrated circuits which have replaced transistors. (Integrated circuits are complete eletronic circuits which are assembled in a single process.)

13) Computer - An electronic device capable of receiving and storing data, performing prescribed operations on that data, and reporting the results of those operations.

14) Controller card (interface card) - small circuit board used to provide numerous functions depending on its purpose.

15) Cursor - character which indicates position on screen; is usually represented by a blinking square or underline.

16) Data - collection of numbers and/or words to be processed.

17) Data base - comprehensive data file containing information presented in a format which is applicable to user's needs; available when needed.

18) Disk operating system (DOS) - program responsible for keeping things in order and communications between the disk storage device and the computer.

19) Documentation - illustrations and explanations that include both general information needed by the user of the program and the specfice information needed by the computer operator or the computer programmer if the program needs later updating.

20) Emulation - technique using softward or microprogramming in which one computer is made to behave exactly like another computer.

21) Floppy diskette - oxide coated reusable plastic disk enclosed in a protective covering (paper or plastic envelope) that is used to magnetically store and load information.

22) Hard copy - printed output from an information system

23) Hard disk - magnetized circular plate, which is inflexible and where data can be read onto and/or written from.

24) Hardware - physical parts of the computer.

25) Information processing - manipulation of factual matter of all kinds for the purpose of producing a desired answer or result

26) Input - means by which data from keyboards, tapes, hard disks, and floppy diskettes are enetered into an information processing system.

27) Interface - controller for input/output which can parallel (8 bits at a time) or serial (1 bit at a time).

28) K - symbol denoting 1,024 units (bytes) of information which indicates the size of the memory.

29) Memory - storage area of the computer which holds programs and data being processed.

30) Menu - list of choices or alternatives for user action; often a list of program options

31) Modem - device that converts data into impulses and transmits them over telephone lines from terminal to the computer and vice versa

32) Output - means by which information is reported from computer storage in a form that can be understood by human beings or in a form suitable for use as input for another computer system.

33) Printer - computer output device that produces printed copy.
34) Program - complete set of instructions that directs the computer and coordinates the operation of the various computer components.
35) Programming languages - languages used in writing programs to direct processing steps carried out by a computer.
36) Software - programming aids which assist the computer user in efficiently operating the equipment.

2. Ask the students what the major components of microcomputers are. Show TM-3 and TM-4 to the students. Use your particular type of microcomputer as an example.

What are the major components of a microcomputer and their functions?

1) Major components of the microcomputer and their functions
    - a) Keyboard - used to input data
    - b) Processor - processes data which is fed into system
    - c) Monitor - displays output
    - d) Disk drive - reads and/or writes data onto floppy diskette.
    - e) Printer - outputs data onto paper

2) Processing system components and their characteristics
    - a) Central processing unit (CPU)
        - (1) Made up of multiple integrated circuits
        - (2) Performs all operations on the data
            - (a) Arithmetic - addition, subtraction, multiplication, division, exponentiation
            - (b) Logic - greater than, less than, equal to, not equal to
        - (3) Controls the functions of all other parts of the computer
          (Note: In the future, the CPU will include all RAM or ROM memory.)
    - b) Random access memory (RAM)
        - (1) Made of integrated circuits
        - (2) RAM membory is accessed by the CPU.
        - (3) Data entered into the computer by the keyboard or floppy diskette is stored in RAM.
        - (4) Will lose all stored data when electrical power is shut off.
    - c) Read only memory (ROM)
        - (1) Made of multiple integrated circuits
        - (2) Used to store data that doesn't change such as operating information.
        - (3) Data entered into the computer by manufacturer
        - (4) Will retain data at all times.
    - d) Controller cards
        - (1) Made of small circuit boards
        - (2) Inserted into slots inside of computer
        - (3) Serve numerous jobs such as interfacing printers and disk drives and providing different programming languages.
    - e) Power transformer

        (1) Changes the current of 110-120 volts to a voltage that the computer can handle
        (2) Computer uses small amount of amerage and can be left on for long periods of time without damage. However, print left on the monitor for long periods of time can damage the monitor.

3) Parts of the Apple IIe keyboard and their functions (Refer to TM-5.)
    a) Shift keys - found on the lower left and lower right side of the keyboard; allows the use of the upper symbols on keys with two symbols and the upper case letter on computers that have lower and upper case letters.
    b) Return key - enters response for interpretation
    c) Control key - causes certain other keys to have and perform third functions by holding the control key down while pressing and releasing the other key
    d) Reset - used only to correct problems which have caused the computer to "hang up" or suspend operation
    e) Repeat function - The Apple IIe has a repeat function built in by depressing and holding the desired key down. (Note: Many computers have a repeat (rept) key that allows continuous repetition of a second key.)
    f) Esc key - used in duo with other keys on screen editing functions
    g) Arrow keys - move cursor in the direction of the arrow
    h) Letter keys - represent letters marked on each key plus a standard set of symbols
    i) Number keys - numbers 0 through 9 (Note: On some keyboards the 0 is indicated by a slash [0]. The number 0 cannot be substituted by the letter O or the number 1 by the letter L.)

4) Parts of the Radio Shack keyboard and their functions (Refer to TM-6.)
    a) Left arrow (<-) - backspaces and erases the last character typed
    b) Right arrow (->) - tabs over to the next eight column boundary
    c) Shift, left arrow - starts over at the beginning of the line
    d) Shift, right arrow - converts to 32 characters/line
    e) Shift, @ - pauses program execution; press any key to continue
    f) Clear key - concels the current line, erases the display, converts to 64 characters/line, and positions the cursor to the upper left corner ("HOME")
    g) Enter key - enters the line; BASIC will not interpret a line unitl ENTER is pressed.
    h) Break key - interrupts the current program or operation and prepares the computer for another keyboard command; used to cancel a cassette or line printer operation, or break out of a BASIC program
    i) Shift, down arrow,* - activates the printer screen function, copies the contents of the screen to the printer; press BREAK to terminate this function and

return to the immediate mode.

j) Letter keys - represents letters marked on each key plus a standard set of symbols

k) Number keys - numbers 0 through 9 (Note: The number 0 cannot be substituted by the letter O or the number 1 by the letter L.)

3. Ask the students what the introductory commands are for your particular model of computer and what they do.

What are the introductory system commands and their functions?

1) Apple introductory commands and their functions
    a) Catalog - displays on the screen a list of all the programs that are available on a diskette
    b) Run - causes loading and execution of the program currently in memory of the program named.
    c) Hello - name of the identification program on the disk
2) Radio Shack introductory system commands and their function
    a) DIR (directory) - lists files available on a diskette
    b) RUN - causes loading and execution of thje program currently in memory or the program named
    c) TRSDOS - prepares computer to accept program, to call up information needed, or to type in new program for use.

4. Ask the students how the microcomputer should be taken care of.

How do you care for and maintain the microcomputer?

1) Provide safe, adequate, storage space with a temperature range from 50°F to 110°F
2) Protect from direct sunlight, moisture, or dust.
3) Use a static mat to control static electricity, because static electricity can stop programs.
4) Never pull a diskette out of the disk drive when the red light is on.
5) Provide protection from electrical surge; sometimes voltage regulators are installed to protect the microcomputer in case of electrical surge.
6) Consult the owner's manual for proper care and maintenance procedures pertaining to a specific model.

5. Ask the students how floppy disks should be taken care of. (Refer to TM-7.)

How do you care for a floppy diskette?

1) Never bend or fold a diskette.
2) Keep away from magnetic fields such as transformers, magnets, television sets, and radios. Magnetic fields will erase or alter the diskette's contents.
3) Do not place diskette on top of monitor or disk drives.
4) Never expose to X-ray equipment.
5) Store between 50°F to 110°F.

6) Store in protective jackets in a verticle position.
7) Never touch the surface of the diskette because skin oils will damage the disk.
8) Insert the diskette carefully into the disk drive.
9) Use only a felt tip pen to write on label of diskette jacket.
10) Make "backup" copies of all program software and store originals in a safe place.

6. Ask the students if it is legal to copy programs. Why not? What happens when software is copies?

What factors need to be considered before duplicating copyrighted software programs?

1) Many commercial programs take years of research and development as well as large amounts of capital to produce.
2) When commercial software is purchased, only the right to use the software is obtained.
3) An individual is permitted to make additional copies only for backup purposes.
4) Giving copies of commercial software to friends is illegal and discourages the development of new software.

7. Ask the students what they must consider when trying to match different systems such as programming languages, models of microcomputers, or hooking up a printer.

What factors need to be considered in system compatibilities?

1) Microcomputer manufacturers have their own version of BASIC or other programming languages which will not work in other systems.
2) Most monitors and televisions sets will connect to any microcomputer; however, television sets may need an additional piece of equipment to complete the connection.
3) The printer must be compatible with the microcomputer. (Hint: Before purchasing a printer, consult your dealer to make sure the printer will connect to the computer.)
4) Blank diskettes are usable in most disk drives as long as they are the same size. The most common size is 5 1/4 inches in diameter.

F. Other Activities

You may want to have students load and run sample programs.

G. Competency

Identify major components of the microcomputer and match the components with their functions and load and run programs.

H. Answers to Evaluation

1. a. 3
   b. 2
   c. 1
   d. 8
   e. 4
   f. 5
   g. 6
   h. 10
   i. 9
   j. 7
   k. 11
   l. 13
   m. 12

2. a. Monitor
   b. Printer
   c. Keyboard
   d. Disk drive

3. a. 4
   b. 2
   c. 5
   d. 3
   e. 1

4. a. 50°F to 110°F
   b. Dust
   c. Static mat
   d. Never pull

5. a. Magnetic fields
   b. Monitor
   c. Surface
   d. Felt tip pen

6. a, c

UNIT IX - MICROCOMPUTERS IN AGRIBUSINESS

LESSON 2: Operating the Microcomputer

EVALUATION

1. Match the terms below with their correct definitions.

_____ a. To duplicate a file or a separate piece of media in case the original is lost.

_____ b. Programming language developed at Dartmouth College for use in academic computing, but widely used on microcomputers.

_____ c. Miniature integrated circuits which have replaced transistors.

_____ d. Process of adding the DOS commands to the BASIC in Apple II.

_____ e. Symbol denoting 1,024 units (bytes) of information.

_____ f. Smallest unit of information that can be recognized by a computer.

_____ g. Device that converts data into impulses and transmits them over telephone lines from the terminal to the computer and vice versa.

_____ h. Major components of a computer system, responsible for processing all data handled by th system; consists of the control and arithmetic/logic unit.

_____ i. The unit of measure of a computer's memory, normally holds one character (usually 8 bits)

_____ j. Supplementary means for storing data

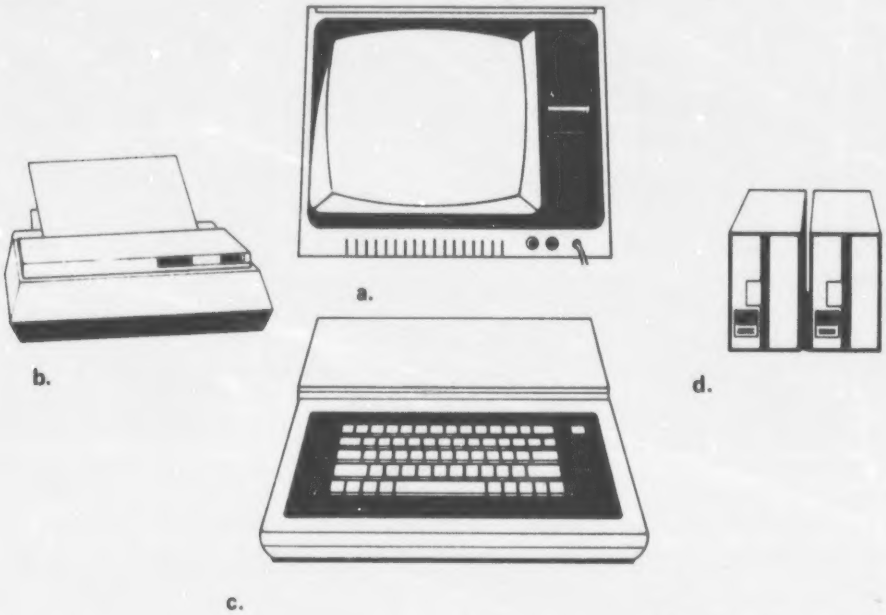
_____ k. Character which indicates position on screen; is usually represented by a blinking square or underline

_____ l. List of choices or alternatives for user action; often a list of program options

_____ m. Program responsible for the housekeeping and communications betweeen the disk storage device and the computer

1. Chips
2. BASIC
3. Backup
4. K
5. Bit
6. Modem
7. Auxiliary storage device
8. Boot the disk
9. Byte
10. Central processing unit (CPU)
11. Cursor
12. Disk operating system (DOS)
13. Menu

2. Identify major components of the microcomputer.



a. ______________________ c. ______________________

b. ______________________ d. ______________________

3. Match the major microcomputer components on the right with their functions.

_____ a. Reads and/or writes data on floppy diskette 1. Keyboard

_____ b. Displays output 2. Monitor

_____ c. Outputs data onto paper 3. Processor

_____ d. Processes data which is fed into system 4. Disk drive

_____ e. Used to input data into the system 5. Printer

4. Circle the words which best complete the following statements concerning care and maintenance of the microcomputer.

a. Provide a safe, adequate storage space with a temperature range from (30°F to 90°F, 50°F to 110°F).

b. Protect from direct sunlight, moisture, or (dust, air).

c. Use a (rubber glove, static mat) to control static eletricity.

d. (Never pull, Pull) diskette out of disk drive when red light is on.

5. Complete the following list of statements concerning care and maintenance of floppy diskettes.

   a. Keep away from ______________ such as transformers, magnets, television sets, and radios.

   b. Do not place diskette on top of ______________ or disk drive(s).

   c. Never touch the ______________ of the diskette.

   d. Use only a ______________ to write on the label of diskette jacket.

6. Select true statements concerning factors to consider before duplicating copyrighted software programs by placing an "X" in the appropriate blanks.

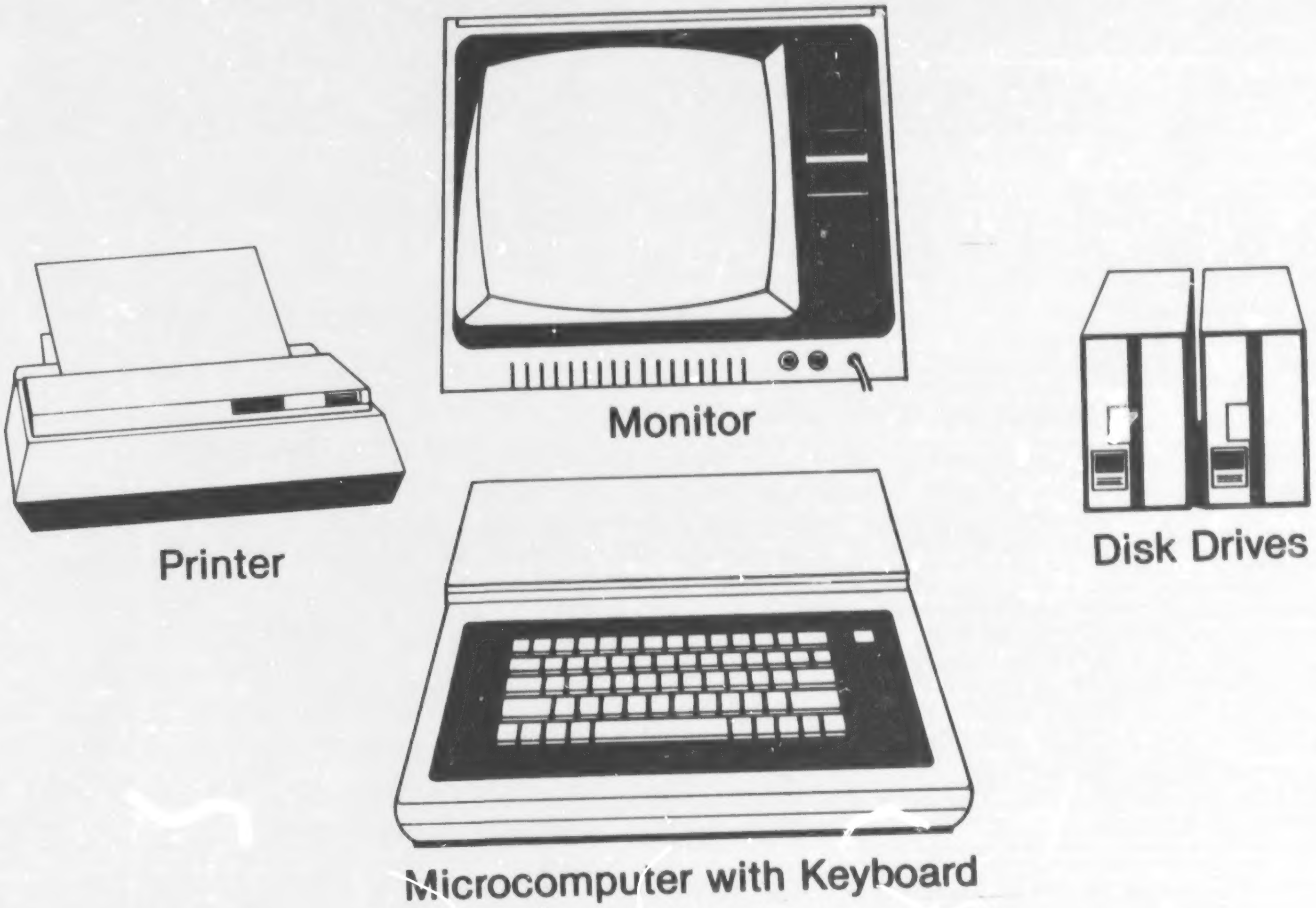
   _____ a. Many commercial programs take years of research and development as well as large amounts of capital to produce.

   _____ b. When commercial software is purchased, the right to use and distribute copies of the software is obtained.

   _____ c. An individual is permitted to make additional copies only for backup or archival purposes.

   _____ d. Giving copies of commercial software to friends is legal and encourages the development of new software.

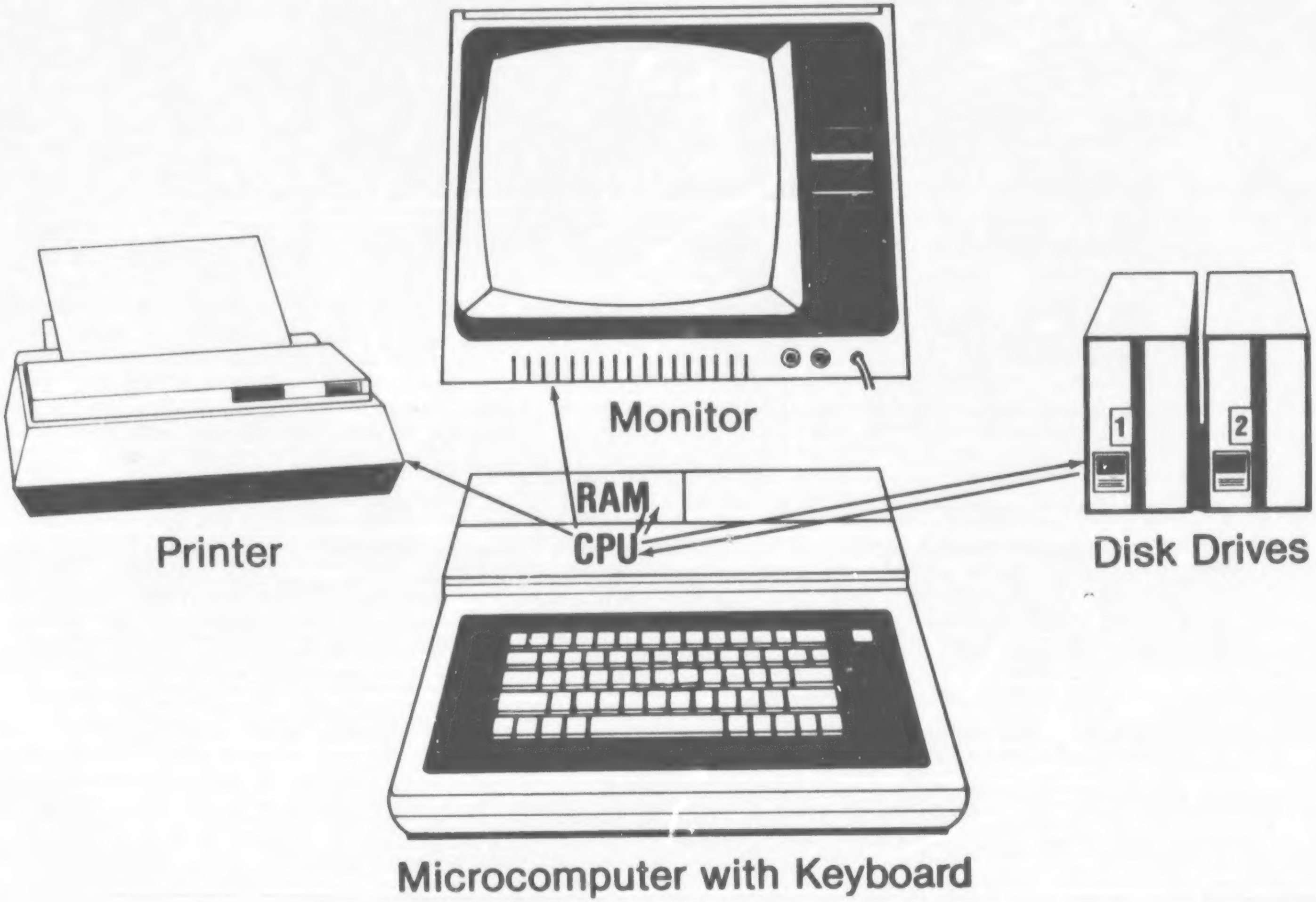
Major Components of the Microcomputer


Monitor
Printer
Disk Drives
Microcomputer with Keyboard

Courtesy of MAVCC

TM-3

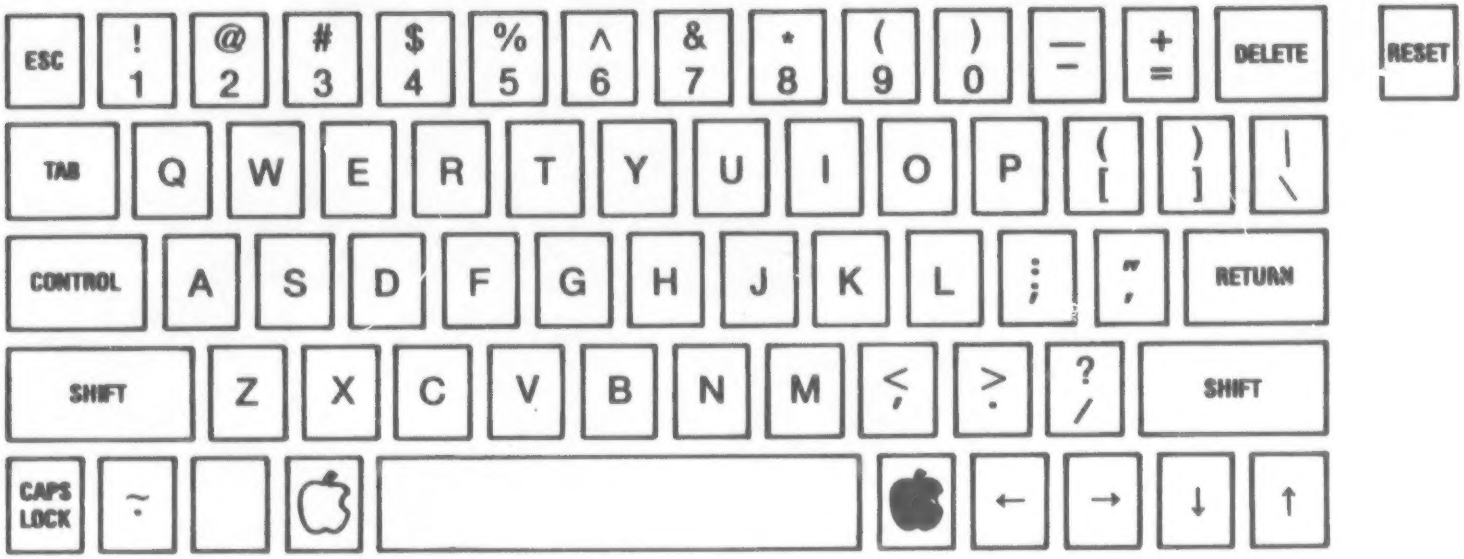
Flow of Computer Information


Monitor
RAM
CPU
Printer
1
2
Disk Drives
Microcomputer with Keyboard

Courtesy of MAVCC

TM-4

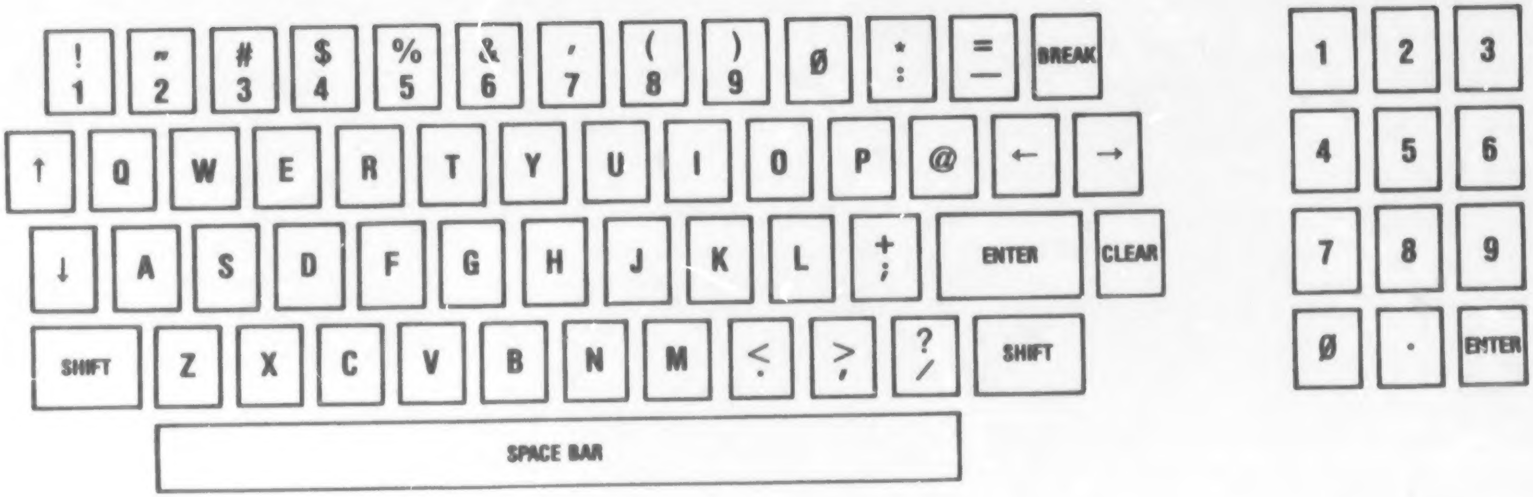
Apple IIe Keyboard


ESC
! 1
@ 2
# 3
$ 4
% 5
^ 6
& 7
* 8
(9
) 0
— –
+ =
DELETE
RESET
TAB
Q
W
E
R
T
Y
U
I
O
P
{ [
}]
| \
CONTROL
A
S
D
F
G
H
J
K
L
: ;
" '
RETURN
SHIFT
Z
X
C
V
B
N
M
< ,
> .
? /
SHIFT
CAPS LOCK
~ `
←
→
↓
↑

Courtesy of MAVCC

Courtesy of MAVCC

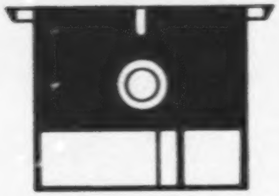
Radio Shack TRS-80 Model III Keyboard

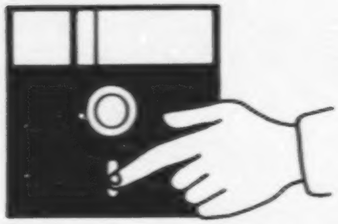

! 1
" 2
# 3
$ 4
% 5
& 6
' 7
(8
) 9
0
* :
= —
BREAK
↑
Q
W
E
R
T
Y
U
I
O
P
@
←
→
↓
A
S
D
F
G
H
J
K
L
+ ;
ENTER
CLEAR
SHIFT
Z
X
C
V
B
N
M
< .
> ,
? /
SHIFT
SPACE BAR
1
2
3
4
5
6
7
8
9
0
.
ENTER

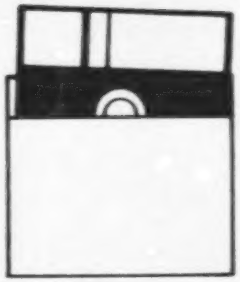
TM-6

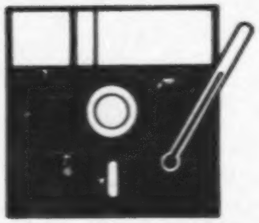
Courtesy of MAVCC

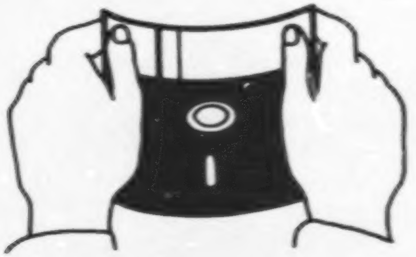
Handling a Floppy Diskette

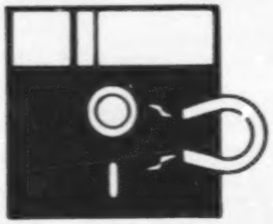

Insert carefully

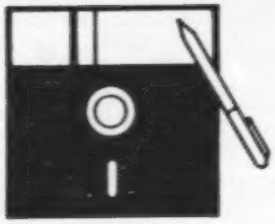

Never touch diskette


Protect in envelope


Maintain temperature of 50°F to 125°F

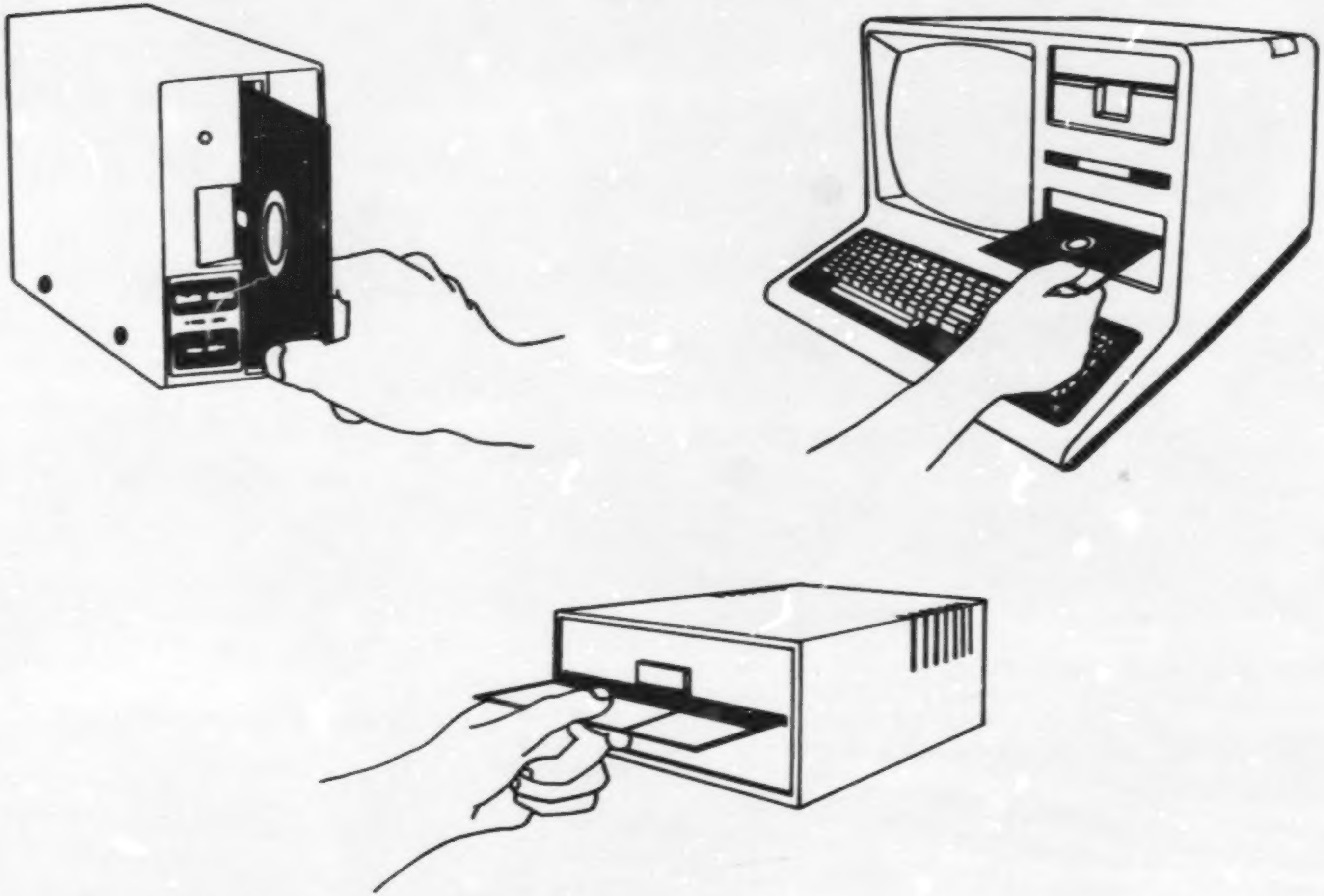

Do not bend or fold


Never expose to magnetic field


Use only felt tip pen on jacket

TM-7

Inserting a Floppy Diskette



Courtesy of MAVCC

TM-8

HO-2

OPERATING THE MICROCOMPUTER

A. Terms and definitions

1. Arithmetic/logic unit - major component of the central processing unit which performs all arithmetic and logical operations under the direction of the control unit
2. Auxiliary storage device - (mass storage) supplementary means of storing data
3. Backup - to duplicate a file or separate piece of media in case the original is lost
4. BASIC - Beginer's All-purpose Symbolic Instruction Code; programming language developed at Dartmouth College, for use in academic computing but widely used on microcomputers
5. Batch processing - the accumalation and processing of data as a group
6. Bit - smallest unit of information that can be recognized by a computer
7. Boot the disk - process of adding the DOS commands to the Basic in Apple II
8. Byte - the unit of measure of a computer's memory; normally holds one characher (usually 8 bits)
9. Cassette tape cartridge - two reels of magnetic tape enclosed in a small plastic or metal cartridge that is used to store and retrieve data
10. Cathode ray tube(CRT) - vacuum tube with a screen and controlled beam of electrons that may be used either as a display or storage device or both (commonly called the monitor)
11. Central processing unit (CPU) - major component of a computer system responsible for processing all data handled by the system; consists of the control and arithmetic/logic unit.
12. Chips - miniature integrated circuits which have replaced transistors. (Integrated circuits are complete eletronic circuits which are assembled in a single process.)
13. Computer - An electronic device capable of receiving and storing data, performing prescribed operations on that data, and reporting the results of those operations.
14. Controller card (interface card) - small circuit board used to provide numerous functions depending on its purpose.
15. Cursor - character which indicates position on screen; is usually represented by a blinking square or underline.
16. Data - collection of numbers and/or words to be processed.
17. Data base - comprehensive data file containing information presented in a format which is applicable to user's needs; available when needed.
18. Disk operating system (DOS) - program responsible for keeping things in order and communications between the disk storage device and the computer.

19. Documentation - illustrations and explanations that include both general information needed by the user of the program and the specfice information needed by the computer operator or the computer programmer if the program needs later updating.
20. Emulation - technique using softward or microprogramming in which one computer is made to behave exactly like another computer.
21. Floppy diskette - oxide coated reusable plastic disk enclosed in a protective covering (paper or plastic envelope) that is used to magnetically store and load information.
22. Hard copy - printed output from an information system
23. Hard disk - magnetized circular plate, which is inflexible and where data can be read onto and/or written from.
24. Hardware - physical parts of the computer.
25. Information processing - manipulation of factual matter of all kinds for the purpose of producing a desired answer or result
26. Input - means by which data from keyboards, tapes, hard disks, and floppy diskettes are enetered into an information processing system.
27. Interface - controller for input/output which can parallel (8 bits at a time) or serial (1 bit at a time).
28. K - symbol denoting 1,024 units (bytes) of information which indicates the size of the memory.
29. Memory - storage area of the computer which holds programs and data being processed.
30. Menu - list of choices or alternatives for user action; often a list of program options
31. Modem - device that converts data into impulses and transmits them over telephone lines from terminal to the computer and vice versa
32. Output - means by which information is reported from computer storage in a form that can be understood by human beings or in a form suitable for use as input for another computer system.
33. Printer - computer output device that produces printed copy.
34. Program - complete set of instructions that directs the computer and coordinates the operation of the various computer components.
35. Programming languages - languages used in writing programs to direct processing steps carried out by a computer.
36. Software - programming aids which assist the computer user in efficiently operating the equipment.

B. Major components of the microcomputer and their functions
   1. Keyboard - used to input data
   2. Processor - processes data which is fed into system
   3. Monitor - displays output
   4. Disk drive - reads and/or writes data onto floppy diskette.
   5. Printer - outputs data onto paper

C. Processing system components and their characteristics
   1. Central processing unit (CPU)
      a. Made up of multiple integrated circuits
      b. Performs all operations on the data

        - a) Arithmetic - addition, subtraction, multiplication, division, exponentiation
        - b) Logic - greater than, less than, equal to, not equal to
        - c) Controls the functions of all other parts of the computer

        (Note: In the future, the CPU will include all RAM or ROM memory.)

2. Random access memory (RAM)
    - a. Made of integrated circuits
    - b. RAM membory is accessed by the CPU.
    - c. Data entered into the computer by the keyboard or floppy diskette is stored in RAM.
    - d. Will lose all stored data when electrical power is shut off.
3. Read only memory (ROM)
    - a. Made of multiple integrated circuits
    - b. Used to store data that doesn't change such as operating information.
    - c. Data entered into the computer by manufacturer
    - d. Will retain data at all times.
4. Controller cards
    - a. Made of small circuit boards
    - b. Inserted into slots inside of computer
    - c. Serve numerous jobs such as interfacing printers and disk drives and providing different programming languages.
5. Power transformer
    - a. Changes the current of 110-120 volts to a voltage that the computer can handle
    - b. Computer uses small amount of amerage and can be left on for long periods of time without damage. However, print left on the monitor for long periods of time can damage the monitor.

D. Parts of the Apple IIe keyboard and their functions

1. Shift keys - found on the lower left and lower right side of the keyboard, allows the use of the upper symbols on keys with two symbols and the upper case letter on computers that have lower and upper case letters.
2. Return key - enters response for interpretation
3. Control key - causes certain other keys to have and perform third functions by holding the control key down while pressing and releasing the other key
4. Reset - used only to correct problems which have caused the computer to "hang up" or suspend operation
5. Repeat function - The Apple IIe has a repeat function built in by depressing and holding the desired key down. (Note: Many computers have a repeat (rept) key that allows continuous repetition of a second key.)
6. Esc key - used in duo with other keys on screen editing functions
7. Arrow keys - move cursor in the direction of the arrow
8. Letter keys - represent letters marked on each key plus a standard set of symbols

9. Number keys - numbers 0 through 9
   (Note: On some keyboards the 0 is indicated by a slash [0]. The number 0 cannot be substituted by the letter O or the number 1 by the letter L.)

E. Parts of the Radio Shack keyboard and their functions
   1. Left arrow (<-) - backspaces and erases the last character typed
   2. Right arrow (->) - tabs over to the next eight column boundary
   3. Shift, left arrow - starts over at the beginning of the line
   4. Shift, right arrow - converts to 32 characters/line
   5. Shift, @ - pauses program execution; press any key to continue
   6. Clear key - concels the current line, erases the display, converts to 64 characters/line, and positions the cursor to the upper left corner ("HOME")
   7. Enter key - enters the line; BASIC will not interpret a line until ENTER is pressed.
   8. Break key - interrupts the current program or operation and prepares the computer for another keyboard command; used to cancel a cassette or line printer operation, or break out of a BASIC program
   9. Shift, down arrow,* - activates the printer screen function, copies the contents of the screen to the printer; press BREAK to terminate this function and return to the immediate mode.
   10. Letter keys - represents letters marked on each key plus a standard set of symbols
   11. Number keys - numbers 0 through 9
   (Note: The number 0 cannot be substituted by the letter O or the number 1 by the letter L.)

F. Apple introductory commands and their functions
   1. Catalog - displays on the screen a list of all the programs that are available on a diskette
   2. Run - causes loading and execution of the program currently in memory of the program named.
   3. Hello - name of the identification program on the disk

G. Radio Shack introductory system commands and their function
   1. DIR (directory) - lists files available on a diskette
   2. RUN - causes loading and execution of thje program currently in memory or the program named
   3. TRSDOS - prepares computer to accept program, to call up information needed, or to type in new program for use.

H. Care and maintenance of the microcomputer
   1. Provide safe, adequate, storage space with a temperature range from 50°F to 110°F
   2. Protect from direct sunlight, moisture, or dust.
   3. Use a static mat to control static electricity, because static electricity can stop programs.
   4. Never pull a diskette out of the disk drive when the red light is on.

5. Provide protection from electrical surge; sometimes voltage regulators are installed to protect the microcomputer in case of electrical surge.
6. Consult the owner's manual for proper care and maintenance procedures pertaining to a specific model.

I. Care of floppy disk
   1. Never bend or fold a diskette.
   2. Keep away from magnetic fields such as transformers, magnets, television sets, and radios. Magnetic fields will erase or alter the diskette's contents.
   3. Do not place diskette on top of monitor or disk drives.
   4. Never expose to X-ray equipment.
   5. Store between 50°F to 110°F.
   6. Store in protective jackets in a verticle position.
   7. Never touch the surface of the diskette because skin oils will damage the disk.
   8. Insert the diskette carefully into the disk drive.
   9. Use only a felt tip pen to write on label of diskette jacket.
   10. Make "backup" copies of all program software and store originals in a safe place.

J. Factors to consider before duplicating copyrighted software programs
   1. Many commercial programs take years of research and development as well as large amounts of capital to produce.
   2. When commercial software is purchased, only the right to use the software is obtained.
   3. An individual is permitted to make additional copies only for backup purposes.
   4. Giving copies of commercial software to friends is illegal and discourages the development of new software.

K. System compatibility factors
   1. Microcomputer manufacturers have their own version of BASIC or other programming languages which will not work in other systems.
   2. Most monitors and televisions sets will connect to any microcomputer; however, television sets may need an additional piece of equipment to complete the connection.
   3. The printer must be compatible with the microcomputer. (Hint: Before purchasing a printer, consult your dealer to make sure the printer will connect to the computer.)
   4. Blank diskettes are usable in most disk drives as long as they are the same size. The most common size is 5 1/4 inches in diameter.

UNIT IX - MICROCOMPUTERS IN AGRIBUSINESS

Lesson 3: How is a fertilizer worksheet developed using VisiCalc?

Objective: At the end of this lesson the student will be able to prepare a fertilizer worksheet using a microcomputer.

Study Questions:

1. What information do I need in order to set up a fertilizer worksheet?
2. How do I set up the sheet and what calculations need to be made?
3. How do I set up the VisiCalc template?

References:

1. Transparency Masters
    - a) TM-9: Sample Worksheet #1
    - b) TM-10: Sample Worksheet #2
    - c) TM-11: Sample Worksheet #3
    - d) TM-12: Sample Worksheet #4
    - e) TM-13: Sample Worksheet #5
    - f) TM-14: Sample Worksheet #6
    - g) TM-15: Sample Worksheet #7
    - h) TM-16: Sample Worksheet #8
2. Handouts
    - a) HO-3: VisiCalc
3. VisiCalc Program and Manual, VisiCorp, San Jose, CA
4. Program Printout
5. Missouri Soil Test Report
6. Fertilizer Pre-test

UNIT IX - MICROCOMPUTERS IN AGRIBUSINESS

Lesson 3: How is a fertilizer worksheet developed using VisiCalc?

TEACHING PROCEDURES

A. Review. The instructor may want to give the fertilizer pretest to see if students have a basic understanding of fertilizer. Go over the test in class and emphasize and clarify missed questions.

B. Motivation

Assume you have been hired as assistant manager of the Easy Springs Fertilizer Plant. Your employer has purchased a microcomputer and a VisiCalc program. He has asked you to develop a fertilizer worksheet to be used in counseling customers. What information will you need? What must you know about blending and calculating the costs of plant food and application?

C. Assignment

Have students contact local fertilizer dealers to obtain the following information: plant foods (such as 18-46-0, 0-0-60, etc.) used, current prices, and the cost of application by cart or truck. Ask students to bring soil test reports from home.

D. Supervised Study

E. Discussion

This lesson uses example information as listed. Assume a customer brings in a soil test report calling for 90 pounds of nitrogen, 20 pounds of phosphorus, and 74 pounds of potassium to be applied to a 75 acre field. Assume that our plant has the following fertilizer materials:

18-46-0
34-0-0
0-46-0
0-0-60

Use the following: nitrogen as 23.5 cents per pound, phosphorus at 20 cents per pound, potassium at 12 cents per pound, cart rent at $5.00 per ton, and truck application at $4.00 per acre.

"indicates a space

---

1. Ask the students what information they feel is needed to set up a fertilizer worksheet.

What information do I need in order to set up a fertilizer worksheet?

1) A Missouri soil test report.
2) A list of the fertilizer materials we have available.
3) Costs of plant food and services.

2. Advise the students that the following calculations may appear to be incorrect unless several decimal places are used. Although the computer prints whole numbers when instructed, it continues to use several decimal places when computing the calculations. Go to the board and build the worksheet in the order as indicated in the following:

How do I set up the sheet and what calculations need to be made?

1) Set up the sheet by first listing our information:

	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	
Cart Rent 5.00 per ton				
Truck 4.00 per acre				

2) Next, determine the pounds of each respective product needed:

	Per Acre	Per Field
Pounds of 18-46-0 needed=	43	3261
Pounds of N supplied by 18-46-0= 8		
Pounds of N needed from 34-0-0= 82		
Pounds of 34-0-0 needed=	242	18127
Pounds of 0-0-60 needed=	123	9250
Total pounds of product=	408	30637

20 ÷ .46 = 43 x 75 = 3261
43 x .18 = 8
90 - 8 = 82
82 ÷ .34 = 242 x 75 = 18127
74 ÷ .6 = 123 x 75 = 9250
43 + 242 + 123 = 408
3261 + 18127 + 9250 = 30637

3) Determine analysis:
Analysis

%N	22.03185
%P205	4.895966
%K20	18.11507

4) Determine the cost of plant food:

Costs of plant food	Per Acre	Field
N	21.15	1586.25
P205	4.00	300.00
K20	8.88	666.00
Cost of Plant Food	34.03	2552.25

90 x .235 = 21.15 x 75 = 1586.25
20 x .20 = 4.00 x 75 = 300.00
74 x .12 = 8.88 x 75 = 666.00
21.15 + 4.00 + 8.88 = 34.03
1586.25 + 300.00 + 666.00 = 2552.25

5) Determine the costs of our application alternatives:

Cart Rent	76.59
Truck	300.00

30637 ÷ 2000 x 5.00 = 76.59
75 x 4 = 300.00

6) Last, we determine the total cost of fertilizer and application using the two alternatives.

Total Cost With Cart	2628.84
Total Cost by Truck	2852.25

2552.25 + 76.59 = 2628.84
2552.25 + 300.00 = 2852.25

3. Have the students prepare to use the microcomputer at this time.

How do I set up the VisiCalc template?

1) Boot the Computer (#2 on HO-3). Explain care of diskette.
2) Move the Cursor (#3 on HO-3).
3) Enter

Customer: Joe Crop
Field ID: North

(TM-9)

	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	
Cart Rent 5.00 per ton				
Truck 4.00 per acre				

A1: Customer:
B1: Joe Crop
A2: Field ID:
B2: North
A4: Plant foo

B4: d needed
C3: N
D3: P205
E3: K20
G3: No. Acres

C4: 90
D4: 20
E4: 74
G4: 75
A5: Price Per
B5: ""Pound
C5: .235
D5: .2

E5: .12
A6: Cart rent
B6: 5
C6: Per Ton
A7: Truck
B7: 4
C7: Per Acre

4) The appearance is not desirable. Let's clean it up. Place the cursor on:
C3: /FR (#18 HO)
D3: /FR (#18 HO)
E3: /FR (#18 HO)
B6: /F$ (#19 HO)
B7: /F$ (#19 HO)
Place a space between "5.00" and "Per Ton"
C6: ""Per Ton (#4 HO)
C7: ""Per Acre (#4 HO)

5) We forgot to enter: (TM-10)
EASY SPRINGS FERTILIZER
Move the cursor to the top row. Key:
/ I R (#30 HO)
/ I R
We now have two spaces at the top.

Find the center. How many columns are we using? Seven. Therefore, D is the center. "EASY SPRINGS FERTILIZER" uses 23 spaces. The middle 9 are found as follows 23 - 9 = 14 ÷ 2 = 7. Count in 7 spaces and we have RINGS FER. Key this into D1. TILIZER into E1. """EASY SP" goes into C1.

6) Next, build the following: (TM-11)

	Per Acre	Per Field
Pounds of 18-46-0 needed =	43	3261
Pounds of N supplied by 18-46-0 = 8		
Pounds of N needed from 34-0-0 = 82		
Pounds of 34-0-0 needed =	242	18127
Pounds of 0-0-6- needed =	123	9250
Total pounds of product =	408	30637

A12: Pounds of
B12: ""18-46-0 (#4 HO)
C12: needed=
F11: Per Acre
G11: Per Field
F12: +D/.46 (#6 HO)
G12: +G6*F12 (#6 HO)13:
A13: Pounds of
B13: ""N suppli (#4 HO)
C13: ed by 18-
D13: "46-0 = (#4 HO)
E13: +F12*.18
A14: Pounds of

B14: ""N needed (#4 HO)
C14: ""from 34- (#4 HO)
D14: "0-0 = (#4 HO)
E14: +C6-E13 (#6 HO)
A15: Pounds of
B15: ""34-0-0 n (#4 HO)
C15: eeded =
F15: +E14/.34 (#6 HO)
G15: +F15*G6 (#6 HO)
A16: Pounds of
B16: ""0-0-60 n (#6 HO)
C16: eeded =
F16: +E6/.6 (#6 HO)

```
G16:  +F16*G6 (#6 HO)
A17:  Total Pou
B17:  nds of pr
C17:  oduct=
F17:  +F12+F15+F16 (#6 HO)
```

Convert each of the values to a whole number.

```
/F I (#16 HO)
```

7) Build the analysis (TM-12)

Analysis

%N	22.03185
%P205	4.895966
%K20	18.11507

```
A18:  Analysis
A19:  "■■■%N (#4 HO)
B19:  +C6/F17*100 (#6 HO)
A20:  "■■■%P205 (#4 HO)
B20:  +D6/F17*100 (#6 HO)
A21:  "■■■%K (#4 HO)
B21:  +E6/F17*100 (#6 HO)
```

8) Now calculate the costs of plant food. (TM-13)

Costs of plant food	Per Acre	Field
N	21.15	1586.25
P205	4.00	300.00
K20	8.88	666.00
Cost of Plant Food	34.03	2552.25

```
A23:  Costs of
B23:  plant foo
C23:  d
D23:  Per acre
E23:  Field
F23:  /FR (#18 HO)
B24:  N
D24:  +C6*C7 (#6 HO)
E24:  +D24*G6 (#6 HO)
B25:  P205
D25:  +D6*D7 (#6 HO)
E25:  +G6*D25 (#6 HO)
```

At this time, we may be losing sight of our labels. Place the cursor on row 1, then on row 10 and key:

```
/WH (#39 HO)
```

To move the cursor from window to window, key:

```
; (#3 HO)
```

We now may have one window stationary and we may move the window the cursor is in.

```
B26:  K
D26:  +E6*E7 (#6 HO)
E26:  +G6*D26 (#6 HO)
D27:  "■■■------- (#4 HO)
E27:  "■■-------- (#4 HO)
```

```
B28:  Cost of P
C28:  lant Food
D28:  @ SUM (D24 . . . D26) (#7 HO)
E28:  +G6*D28
```

Convert numbers to dollars.
/ F $ (#20 HO)

9) Calculate application costs (TM-14)

Cart Rent	76.59
Truck	300.00

E30: /F$+G17/2000*B8 (#19 HO)
E31: /F$+B9*G6 (#19 HO)

10) Calculate total costs (TM-15)

Total Cost With Cart	2628.84
Total Cost By Truck	2852.25

A33: Total Cos
B33: t With Ca
C33: rt
E33: /F$+E23+E30 (#19 HO)
A34: Total Cos
B34: t By Truc
C34: k
E34: /F$+E28+E31 (#19 HO)

11) Add the final line to the bottom. (TM-16)
YOUR BUSINESS IS APPRECIATED!
Thirty spaces are used. 30 - 9 = 21 ÷ 2 = 10. Count ten back from E.

12) Return the window to 1 if it is not already.
/ W 1 (#39 HO)

F. Other Activities

Now take some of the soil test reports that were brought in and the information that was gathered from the local fertilizer dealers and work with different alternatives.

Print a sheet. Place the cursor in the upper left corner. Key / P P. Enter the lower right coordinate.

G. Competency

Prepare a fertilizer worksheet using a microcomputer.

H. Answers to Evaluation

1. a
2. b
3. e
4. e
5. e
6. a
7. a

8. d
9. a
10. c
11. a
12. d
13. e
14. d
15. c
16. d

I. Answers to Pretest

1. e
2. a
3. c
4. b
5. d
6. c
7. c
8. a
9. c
10. d
11. a
12. e
13. c
14. a
15. e

VisiCalc Worksheet Performance Checklist

Student's Name ______________________________ **Date** ________________

Performance to be Evaluated ____

Directions: Before attempting this task for mastery, the student should carefully review this checklist. Evaluation will be made on the basis of this checklist. Mastery will be evidenced by scoring a least _____ out of _____ points.

Action	Points Possible	Points Received
	☐	☐
1. Boot the computer		
2. Move the cursor		
3. Enter a word preceded by a space		
4. Enter a value		
5. Right format		
6. Format in dollars		
7. Insert a row		
8. Center a title		
9. Enter a formula that divides		
10. Enter a formula that multiplies		
11. Enter a formula that adds		
12. Format a value to an integer		
13. Enter a line		
14. Horizontally divide a window		
15. Move the cursor from window to window		
16. Erase the contents of a cell		

Comments:

	Total Points Possible	Points or % Received
Minimum Mastery Level		

PROGRAM PRINT OUT

```
>F36:" !
>E36:"PRECIATED
>D36:"ESS IS AP
>C36:"OUR BUSIN
>B36:"          Y
>E34:/F$+E28+E31
>C34:"k
>B34:"t By Truc
>A34:"Total Cos
>E33:/F$+E28+E30
>C33:"rt
>B33:"t With Ca
>A33:"Total Cos
>E31:/F$+G6*B9
>B31:/F$
>A31:"Truck
>E30:/F$+G17/2000*B8
>B30:/F$
>A30:"Cart Rent
>E28:/F$+G6*D28
>D28:/F$@SUM(D24...D26
>C28:"lant Food
>B28:/FR"Cost of P
>E27:"  -------
>D27:"   ------
>E26:/F$+G6*D26
>D26:/F$+E6*E7
>B26:"K
>E25:/F$+G6*D25
>D25:/F$+D6*D7
>B25:"P205
>E24:/F$+G6*D24
>D24:/F$+C6*C7
>B24:"N
>E23:/FR"Field
>D23:/FR"Per Acre
>C23:"d
>B23:"plant foo
>A23:"Costs of
>B21:+E6/F17*100
>A21:"   %K20
>B20:+D6/F17*100
>A20:"   %P205
>B19:+C6/F17*100
>A19:"   %N
>A18:"Analysis
>G17:/FI+G6*F17
>F17:/FI+F12+F15+F16
>C17:"oduct=
>B17:"nds of pr
>A17:"Total pou
>G16:/FI+G6*F16
>F16:/FI+E6/.6
>C16:"eeded=
>B16:" 0-0-60 n
>A16:"Pounds of
```

```
>G15:/FI+G6*F15
>F15:/FI+E14/.34
>C15:"eeded=
>B15:" 34-0-0 n
>A15:"Pounds of
>E14:/FI+C6-E13
>D14:"0-0=
>C14:" from 34-"0
>B14:" N needed
>A14:"Pounds of
>E13:/FI+F12*.18
>D13:"46-0=
>C13:"ed by 18-
>B13:" N suppli
>A13:"Pounds of
>G12:/FI+G6*F12
>F12:/FI+D6/.46
>C12:"needed=
>B12:" 18-46-0 n
>A12:"Pounds of
>G11:"Per Field
>F11:"Per Acre
>H10:/FR
>C9:" Per Acre
>B9:/F$4
>A9:"Truck
>C8:" Per Ton
>B8:/F$5
>A8:"Cart Rent
>E7:.12
>D7:.2
>C7:.235
>B7:" pound
>A7:"Price per
>G6:75
>E6:74
>D6:20
>C6:90
>B6:"d needed
>A6:"Plant foo
>G5:"No. Acres
>E5:/FR"K20
>D5:/FR"P205
>C5:/FR"N
>B4:"North
>A4:"Field ID:
>B3:"Joe Crop
>A3:"Customer:
>E1:"TILIZER
>D1:"RINGS FER
>C1:"  EASY SP
/W1
/GOC
/GRA
/GC9
/X>A1:>A1:
```

FINISHED WORKSHEET·

```
                        EASY SPRINGS FERTILIZER

Customer:Joe Crop
Field ID:North
                                N      P205      K20           No. Acres
Plant food needed              90        20       74                  75
Price per pound              .235        .2      .12
Cart Rent       5.00 Per Ton
Truck           4.00 Per Acre

                                                  Per Acre Per Field
Pounds of 18-46-0 needed=                                43     3261
Pounds of N supplied by 18-46-0=                  8
Pounds of N needed from 34-0-0=                  82
Pounds of 34-0-0 needed=                                242    18127
Pounds of 0-0-60 needed=                                123     9250
Total pounds of product=                                408    30637
Analysis
   %N       22.03185
   %P205    4.895966
   %K20     18.11507

Costs of plant food           Per Acre    Field
             N                   21.15  1586.25
             P205                 4.00   300.00
             K20                  8.88   666.00
                                ------  -------
             Cost of Plant Food  34.03  2552.25

Cart Rent                                 76.59
Truck                                    300.00

Total Cost With Cart                    2628.84
Total Cost By Truck                     2852.25

                   YOUR BUSINESS IS APPRECIATED !
```

Lesson 3: How is a fertilizer worksheet developed using VisiCalc?

EVALUATION

Circle the letter that best answers each statement.

1. To move the cursor from one window to another:

   a. ;
   b. /M
   c. /MC
   d. !
   e. :

2. To divide the value in cell H50 by the value in cell I50:

   a. H50/I50
   b. +H50/I50
   c. / D + H50/I50
   d. +I50/H50
   e. / D H50/I50

3. To start an entry in a cell with a space:

   a. / followed by space bar
   b. Hit the space bar
   c. /" followed by space bar
   d. : followed by space bar
   e. " followed by space bar

4. The command to load a template is:

   a. SL
   b. /SS
   c. /LT
   d. LT
   e. /SL

5. To add the values in cells B4 through B10:

   a. @ Add (B4.B10)
   b. ADD(B4.B10)
   c. SUM (B4.B10)
   d. /SUM (B4.B10)
   e. @ SUM (B4.B10)

6. To divide a window horizontally:

   a. /WH
   b. /HW
   c. WH
   d. /DW
   e. /H

7. To multiply the number in cell H50 by the number in cell I50:

   a. +H50*I50
   b. H50 times I50
   c. (H50*I50)
   d. +H50XI50
   e. /H50*I50

8. To erase the contents of a cell:

   a. E
   b. /E
   c. B
   d. /B
   e. /BY

9. To save a template to a disk:

   a. /SS
   b. /ST
   c. ST
   d. /SI
   e. SS

10. To insert a row, the command is:

    a. /IC
    b. /RI
    c. /IR
    d. RI
    e. IR

11. To have the value in a cell, such as 9.23495, always appear as a whole number such as 9:

    a. /FI
    b. /ROUND
    c. IF
    d. /IF
    e. FI

12. To make sure an amount entered in cell B14, a number such as number 5, was converted to dollars and cents format (i.e., 5.00), place the cursor on B14 and key:

a. /$
b. :$
c. F$
d. /F$
e. $

13. Moving the cursor to H50 would be accomplished by:

a. Go to H50
b. / Go to H50
c. /> H50
d. /M H50
e. >H50

14. To have the word ¶_HOGS_____¶ (5 spaces) appears in the right side of the cell as: (5 spaces)
¶_____HOGS_¶:

a. /RF
b. /RR
c. /FF
d. /FR
e. FR

15. To add the numbers in cells H50, I50, and J50:

a. ADD H50, I50, J50
b. H50+I50+J50
c. +H50+I50+J50
d. +H50+I50+J50+
e. H50+I50+J50 ADD

16. To enter a line:

a. §ENTER† ----------
b. ----------
c. /EL
d. "----------
e. /----------

Sample Worksheet 1

Customer: Joe Crop
Field ID: North

	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	
Cart Rent	5.00 Per Ton			
Truck	4.00 Per Acre			

Sample Worksheet 2

EASY SPRINGS FERTILIZER

Customer:	Joe Crop			
Field ID:	North			
	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	
Cart Rent	5.00 Per Ton			
Truck	4.00 Per Acre			

Sample Worksheet 3

EASY SPRINGS FERTILIZER

Customer:	Joe Crop
Field ID:	North

	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	

Cart Rent	5.00 Per Ton
Truck	4.00 Per Acre

		Per Acre	Per Field
Pounds of 18-46-0 needed	=	43	3261
Pounds of N supplied by 18-46-0	= 8		
Pounds of N needed from 34-0-0	= 82		
Pounds of 34-0-0 needed	=	242	18127
Pounds of 0-0-60 needed	=	123	9250
Total pounds of product	=	408	30637

Sample Worksheet 4

EASY SPRINGS FERTILIZER

Customer:	Joe Crop			
Field ID:	North			
	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	

Cart Rent	5.00 Per Ton
Truck	4.00 Per Acre

		Per Acre	Per Field
Pounds of 18-46-0 needed	=	43	3261
Pounds of N supplied by 18-46-0	= 8		
Pounds of N needed from 34-0-0	=82		
Pounds of 34-0-0 needed	=	242	18127
Pounds of 0-0-60 needed	=	123	9250
Total pounds of product	=	408	30637

Analysis

%N	22.03185
%P205	4.895966
%K20	18.11507

Sample Worksheet 5

EASY SPRINGS FERTILIZER

Customer:	Joe Crop
Field ID:	North

	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	

Cart Rent	5.00 Per Ton
Truck	4.00 Per Acre

			Per Acre	Per Field
Pounds of 18-46-0 needed	=		43	3261
Pounds of N supplied by 18-46-0	=	8		
Pounds of N needed from 34-0-0	=	82		
Pounds of 34-0-0 needed	=		242	18127
Pounds of 0-0-60 needed	=		123	9250
Total pounds of product	=		408	30637

Analysis

%N	22.03185
%P205	4.895966
%K20	18.11507

Costs of plant food	Per Acre	Field
N	21.15	1586.25
P205	4.00	300.00
K20	8.88	666.00
Cost of Plant Food	34.03	2552.25

Sample Worksheet 6

EASY SPRINGS FERTILIZER

Customer:	Joe Crop
Field ID:	North

	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	

Cart Rent	5.00 Per Ton
Truck	4.00 Per Acre

			Per Acre	Per Field
Pounds of 18-46-0 needed	=		43	3261
Pounds of N supplied by 18-46-0	=	8		
Pounds of N needed from 34-0-0	=	82		
Pounds of 34-0-0 needed	=		242	18127
Pounds of 0-0-60 needed	=		123	9250
Total pounds of product	=		408	30637

Analysis

%N	22.03185
%P205	4.895966
%K20	18.11507

Costs of plant food	Per Acre	Field
N	21.15	1586.25
P205	4.00	300.00
K20	8.88	666.00
Cost of Plant Food	34.03	2552.25
Cart Rent		76.59
Truck		300.00

Sample Worksheet 7

EASY SPRINGS FERTILIZER

Customer:	Joe Crop
Field ID:	North

	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	

Cart Rent	5.00 Per Ton
Truck	4.00 Per Acre

			Per Acre	Per Field
Pounds of 18-46-0 needed	=		43	3261
Pounds of N supplied by 18-46-0	=	8		
Pounds of N needed from 34-0-0	=	82		
Pounds of 34-0-0 needed	=		242	18127
Pounds of 0-0-60 needed	=		123	9250
Total pounds of product	=		408	30637

Analysis

%N	22.03185
%P205	4.895966
%K20	18.11507

Costs of plant food	Per Acre	Field
N	21.15	1586.25
P205	4.00	300.00
K20	8.88	666.00
Cost of Plant Food	34.03	2552.25

Cart Rent	76.59
Truck	300.00
Total Cost With Cart	2628.84
Total Cost By Truck	2852.25

Sample Worksheet 8

EASY SPRINGS FERTILIZER

Customer:	Joe Crop
Field ID:	North

	N	P205	K20	No. Acres
Plant food needed	90	20	74	75
Price per pound	.235	.2	.12	

Cart Rent	5.00 Per Ton
Truck	4.00 Per Acre

			Per Acre	Per Field
Pounds of 18-46-0 needed	=		43	3261
Pounds of N supplied by 18-46-0	=	8		
Pounds of N needed from 34-0-0	=	82		
Pounds of 34-0-0 needed	=		242	18127
Pounds of 0-0-60 needed	=		123	9250
Total pounds of product	=		408	30637

Analysis

%N	22.03185
%P205	4.895966
%K20	18.11507

Costs of plant food	Per Acre	Field
N	21.15	1586.25
P205	4.00	300.00
K20	8.88	666.00
Cost of Plant Food	34.03	2552.25
Cart Rent		76.59
Truck		300.00
Total Cost With Cart		2628.84
Total Cost By Truck		2852.25

Your Business Is Appreciated!

HO-3

VisiCalc

The information applies to the Apple IIe, IBM PC, and TRS-80 Model III. The following might be most often used in Vocational Agriculture:

1. Miscellaneous Facts

VisiCalc worksheet has 254 rows (1 to 254) and 63 columns (A to BK).
Standard column width is nine characters.
Rows and columns intersect to form cells.
A cell has a lable (June), value (250), or formula (4*84) placed in it.
Cursor is used to address a cell. By placing the cursor over the cell, you can enter, change, or delete information.
Upper left corner gives pertinent information.
✓ To execute key: RETURN (Apple), <__¦ ↵ (IBM), or ENTER (TRS-80).

2. Booting

Apple and IBM

Place VisiCalc disk in drive.
Turn computer on.
Wait until light on drive goes out.
Remove VisiCalc disk and return to cover.
Insert storage disk.
Key: / S L
Use right arrow key to bring up file to load.
Execute.

TRS-80

Turn computer on.
Place VisiCalc disk in drive 0 (bottom).
Key {RESET}
Enter date (i.e., 9/26/83)
{ENTER}
{ENTER}
Key VC
{ENTER}
Return VisiCalc disk to protective cover.
Insert storage disk.
Key: / S L
Use right arrow key to bring up file to load.
{ENTER}

3. Cursor Movement

One space at a time	Arrows
Rapid movement	Hold arrow down

Long move	> (Give cell location)
Between windows	;

4. Labels

Start with any letter or ",
To correct typeing errors:

Apple	ESC, DELETE, or CTRL-E
IBM	Backspace key ←, BREAK, or CTRL-E
TRS-80	CLEAR, SHIFT-ENTER

5. Values

If first character is: VALUE appears
-- digit 0, 1, 2, 3, etc.
-- decimal point
-- plus + or minus +
-- left parenthesis (
-- function indicator @
-- number sign #

6. Formulas

When starting an entry in a formula with a letter, the entry must be preceded by a +, -, (, or @.

7. Functions - Built in formulas.

Must identify two things:

@ SUM	(B10. . .B14)
function	range

List functions:

@ SUM (list)	Sum of all values
@ MAX (list)	Identity of largest value
@ MIN (list)	Identity of smallest value
@ COUNT (list)	Number of non-blank entries
@ AVERAGE (list)	Value of mean

Key: @ SUM (Starting cell in range . ending cell in range)

Net Present Value - Calculates net present value of stream of future cash flows.

Key: @ NPV (dr, range)

Specify dr (the discount rate, or cost of money) as a decimal, and add the range of worksheet locations continuing the cash flows.

8. Commands

/ brings up major commands

9. /B Blank - to blank a cell.

10. /CY Clear - to clear an entire worksheet.

11. /D Delete - to delete an entire row or column.

/ D R for a row
/ D C for a column

12. /E Edit - allows existing labels or values to be changed

Apple - to remove a character, use the arrow keys to mvoe the edit cursor to the right of the character to be deleted. Press ESC and RETURN. The character to the left of the cursor disappears. To add, move the edit cursor to the right of the place a character is to be added. Press the key of the character to be added.

IBM - (BKSP) deletes character to left of edit cue. Any character Inserts character to left of edit cue. Arrow keys Moves edit cue without changing entries.

TRS-80 - Left and right arrow keys move edit cue over characters without changing. Up arrow key moves edit cue to the beginning of the edit line; down asrrow key moves edit cue to the beginning of the edit line; down arrow key moves edit cue to the end of th edit line. Enter or delete to the left of the edit cue. SHIFT-ENTER involves the Edit Command while entering values and labels. CLEAR edit cursor deletes one position.

13. /F Format - is for rounding numbers or moving labels to the right or left.

14. / F D to default to the last Global format

15. / F G to reset to standard VisiCalc

16. / F I to round values to whole numbers

17. / F L to left justify values

18. / F R to right justify labels

19. / F $ to round values to dollars and cents

20. / F * to replace values with asterisks

21. / G global formatting

Use to change:

Column width
Order of recalcuation
Manual vs. automatic recalculation
Format of unformatted entries

✓ 22. / G C Column width. Establishes width of all columns in current window. Ranges ~~for~~ from 3 to maximun screen width. Standard is 9.

23. / G O Order of calculation. Tells VisiCalc to calculate down columns (C) or across rows (R). The order is shown in upper right corner of screen. Standard format is C.

✓ 24. / G R Recalculation. Automatic Manual~~s~~ tells VisiCalc to do all calculations automatically (A), or to let you calculate manually (M) at will by pressing !.

25. / G F Format of Unformatted Cells. Sets format for all cells that have not been formatted individually. Uses the same subcommands (D, G, I, etc.) as the FORMAT command (F).

26. / G C to set special column width

✓ 27. / G O to change order of calculation

✓ 28. / G R to chan~~c~~ge between automatic and manual calculation

29. / G F to format unformatted cells

30. / I Insert Rows and Columns - shifts rows down or columns to the right.

/ I R or C

✓ 31. / M Move Rows and Columns

Move cursor to location

/ M . destination

If location is different than row where cursor is located, row is moved.

If location is different than column where cursor is located, column is moved.

To move a row down, or a column to the right, specify the coordinates of the first row or column after the destination.

To move a row up or a column to the left, specify the precise coordinates of the destination.

Example: With cursor in A3, to move row 3 to row 6, type current column (A) and number 7. With the cursor in A6, to move row 6 to row 3 type in the current column (A) and the number 3. With the cursor in row 3, to move column A to column C, you would type in D3. With the cursor in row 3, to move column C to column A, you would type A3. Always place the cursor on what is to be moved.

32. / P Print.

1. Identify two cell locations.

   -- The cell in upper left corner of part of worksheet to be printed.
   -- The cell in the lower right corner of the worksheet you want to print.

2. Give printing instructions.

   Place cursor in cell of upper left corner of sheet to be printed.
   / P P (unless printer in slot other than 6)
   Enter cell number in lower right.
   Execute.

33. / R Repl~~ace.~~licate. Can be used to copy or duplicate Values, Labels, Formulas, or Symbols from one cell or group fo cells to another cell or group of cells.

Position Cursor.
/ R Source range . target range

34. / S Storage. For saving and retreiving work. When power is switched off, work is lost.

35. / SL to load file from disk to computer

36. / SS to save and update an existing file.

37. Initializing a disk

All new disks must be initialized. Initialization only needs to be done once. Initializing a disk with data will erase the disk.

Apple

Place disk to be initialized in drive 1.
/ S I

IBM

Place IBM DOS 1.1 in Drive A
Boot
↵
↵
Place disk to be initialized in Drive B
Type FORMAT B:15
↵
Strike any key

TRS-80

Place VisiCalc disk in Drive 0
When screen displays TRSDOS place disk to be initialized in Drive 1.

Tyep BACKUP
{ENTER}
0 when VisiCalc is in 0
{ENTER}
1 with disk to be initialized in drive 1.
{ENTER}
Type PASSWORD
{ENTER}
Return VisiCalc to protective cover

38. / T Titles

/ T H rows horizontal at or above cursor
/ T V columns verticle from cursor to left of screen
/ T B both
/ T N neither - resets to standard display

39. / W Window

/ W H splits horizontally
/ W V splits vertically
/ W 1 returns to one window
/ W S allows simultaneous movement of windows
/ W U cancels synchronized scrolling

40. / - Label repeat - allows character to repeat across the cell

/ - character RETURN

Fertilizer Pre Test

Fall ~~Workshop~~

1. When we see 18-46-0 we know that the last number indicates:
   a. P205
   b. Calcium
   c. Nitrogen
   d. N
   e. K20

2. Assume a Missouri Soil Test Report called for 80 pounds of N. If we found ten pounds of N was supplied by 18-46-0 then __________ pounds would need to be supplied by 34-0-0.

   a. 70
   b. 60
   c. 50
   d. 40
   e. 30

3. When we see 18-46-0 we know that the first number indicates:

   a. P205
   b. Calcium
   c. N
   d. Lime
   e. K20

4. Analysis is found by:

   a. adding pounds of plant food to pounds of product
   b. dividing pounds of plant food by pounds of product
   c. mulitplying pounds of plant food by pounds of product
   d. dividing pounds of product by pounds of plant food
   e. substituting pounds of plant food from pounds of product

5. If we [illegible] find that 450 pounds fo 18-46-0 are needed we would find the pounds of N supplied by:

   a. 450 ÷ .18
   b. 450 ÷ 18
   c. 450 × 18
   d. 450 × .18
   e. 450 + 18

6. If we have 18-46-0, 34-0-0, and 0-0-60 we would divide the pounds of K20 needed by __________ to determine the amount of product needed.

   a. .46
   b. .34
   c. .60
   d. 60
   e. 6

7. To determine the cost of cart rent if the fee is $4.00 per ton and we are applying 15,758 pounds:

a. 15,785 × 4 × 200
b. 15,785 ÷ 1000 × 4
c. 15,785 ÷ 2000 × 4
d. 15,785 × 4
e. 15,785 ÷ 4 × 2000

✓ 8. If 110 pounds of ~~pure~~ N are contained in 650 pounds of product the percent analysis for N would be found by:

a. 110 ÷ 650
b. 650 ÷ 110
c. 220 ÷ 650 × 100
d. 650 ÷ 110 × 100
e. 110 ÷ 650 × 10

9. When we see 18-46-0 we know that the middle number indicates:

a. N
b. K20
c. P205
d. Calcium
e. Nitrogen

✓ 10. If 400 pounds of a product are needed per acre and the application is for ten acres, to find the total amount of product needed:

a. 400 + 10
b. 400 − 10
c. 400 ÷ 10
d. 400 × 10
e. 400 × 1

✓ 11. If the following products are available: 18-46-0, 0-0-60, and 34-0-0, we would normally first work with:

a. 18-46-0
b. 0-0-60
c. 0-46-0
d. 34-0-0
e. Any of the above

✓ 12. If a product is priced at 15 and one-half cents per pound and 100 pounds is applied, the cost would be found by:

a. 1.55 × 100
b. .015 × 100
c. 155 × 100
d. 15.5 × 100
e. .155 × 100

13. If 25 pounds of N is supplied by 18-46-0 and 150 pounds of N are needed, the amount of 34-0-0 needed would be:

- a. 150 + 25 ÷ .34
- b. 150 ÷ .34
- c. 150 - 25 ÷ .34
- d. 150 - 24 ÷ 34
- e. 150 - 25 x .34

14. N stands for:

- a. nitrogen
- b. phosphorus
- c. potassium
- d. nutrient
- e. nowabee

15. K20 is found in:

- a. 82-0-0
- b. 34-0-0
- c. 18-46-0
- d. 0-46-0
- e. 0-0-60